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A

REVIEW

OF

PUBLIC INSTRUCTION

IN THE

BENGAL PRESIDENCY,

FROM 1835 TO 1851.

BY

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PRINCIPAL OF HOOGHLY COLLEGE.

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PREFACE.

The following pages form the second volume of a Review of Public Instruction in Bengal and the North Western Provinces from 1835 to 1851. The object aimed at in the first volume, was to present a view of those principles and prominent features which mark the Government system of education generally. It is now proposed to furnish a particular account of the most important Government Institutions for the promotion of education, comprising

The Hindu College.
The Sanscrit College.
Calcutta Madressa.
Hooghly College.
Dacca College.
Kishnagur College.
Benares College.
Agra College.
Delhi College.
The Medical College.
Roorkee College.

These Colleges may be divided into two classes,—those which afford the means of imparting what may be called a general education, and those which are designed for training young men for particular professions. The Medical College and the College at Roorkee belong

to the latter class, and the other nine Colleges to the former.

The history of all the Colleges subsequent to 1835, is contained, in a dispersed form, in the annual reports published by the Council of Education and by the Government of the North Western Provinces. It has been my aim to bring the scattered materials together, and to place before the reader a connected view of each College, with reference more particularly to its foundation and early history, the course of study pursued, the progress of the students, and the introduction of tuition fees. Tabular statements are added under each College, exhibiting the number of students, classed according to their religion, the number learning different languages, and the amount of tuition fees, from 1835 to 1851. Care has been taken to render the tabular statements correct. They are taken chiefly from the annual reports, cleared in some instances from obvious errors, and afterwards compared with unpublished returns in the office of the Council of Education. I have aimed, however, more at general than minute accuracy. The object kept in view was to exhibit the *law* of increase or decrease through a series of years, and this will have been determined with sufficient accuracy even though some small errors may have inadvertently crept in.

Calcutta Madressa and the Sanscrit College of Benares, were established before the commencement of the present century. The Hindu and Sanscrit Colleges of Calcutta and the Colleges of Agra and Delhi, were founded between 1816 and 1825. I have endeavoured to trace the history of these Colleges back to the period of their foundation. This task, which would otherwise have proved impracticable, has been rendered comparatively

easy by the aid afforded by the Government of the North Western Provinces and by the Council of Education in Calcutta, who generously allowed me to peruse the unpublished records connected with these Institutions. The most valuable of these records relate to the period immediately subsequent to 1823. At that time the General Committee of Public Instruction was formed, and the educational Institutions were then for the first time brought under regular supervision.

Some apology may be needed for dwelling at so great a length, in the following pages, on the course of study pursued in some of the Colleges. This has been done with a deliberate purpose. In India, those who have the direction of education are still feeling their way amid conflicting systems. The history of past experiments, whether they have prospered or ended in failure, furnishes the best information that can be obtained for guiding future efforts. Whatever throws light upon the course of study, may be of some use in this point of view, though not in itself highly interesting.

All who are in any degree acquainted with the progress of public education in Bengal, are aware that, in addition to the Colleges, there are numerous elementary schools maintained by Government. It is no part of my present design to trace the history of these elementary schools. The subject is large and not uninteresting, and may hereafter, should circumstances prove favourable, furnish materials for a separate volume.

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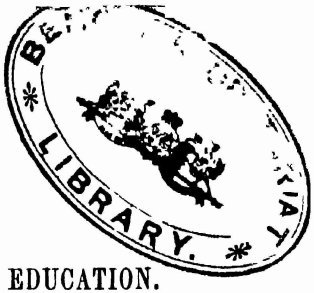
ERRATA.

Page 12, *for* " Harrington," *read* " Harington."
„ 35, *for* " 15000," *read* " " 1500."
„ 95, *for* " Testator's," *read* " Testator."
„ 114, *for* " 182" Mahomedans in 1845-46, *read* " 238."
„ 136, *for* " know," *read* " knew."
„ 179, *for* " principle," *read* " principal."
„ 186, *for* " 277" students in 1838-39, *read* " 287."
„ 200, *for* "so far back as 1833, perceptible," *read* "perceptible so far back as 1833."

It is stated at page 114, that those who are marked as learning English and Bengali, belong to the English department of Hooghly College, and that those who are marked as learning Persian and Arabic, belong to the Oriental department. The exact number attending will be found in the tables at 265.



COLLEGES FOR GENERAL EDUCATION.

CHAPTER I.

HINDU COLLEGE.

Section I.

Foundation and Superintendence.

The Hindu College was founded in 1816 by the Natives themselves, in order to meet the growing demand for instruction in English. The Raja of Burdwan and Baboos Chunder Coomar Tagore, Gopeemohun Deb, Joykissen Sing and Gunganarain Doss, took the lead among their countrymen in promoting the object. Among the early friends of the Institution may also be mentioned Raja Radhakant Deb, and Baboos Radhamadub Banerjee, Ramcomul Sen and Russomoy Dutt.

Several European gentlemen also took an active interest in the establishment of the Institution, particularly Sir E. H. East and David Hare. The latter, though his comparatively humble station in life and his naturally unobtrusive disposition kept him in the background, was one of the earliest and most active promoters of the object.

At the outset the sum of 1,13,179 rupees was contributed for the support of the Institution, chiefly by wealthy Natives. The Raja of Burdwan and Baboo Chunder Coomar Tagore contributed most liberally, in consideration of which they were elected Honorary Governors of the College. A few European names are found in the list of subscribers, among which those of Sir E. H. East, Bishop Middleton and Mr. Baretto stand out most prominently.

The object of the Institution, as described in the printed rules published in 1822, was "to instruct the sons of Hindus in the European and Asiatic languages and sciences," according to the most improved methods of tuition. The languages which it was proposed to teach were English, Persian, Sanscrit and Bengali. The first place in importance was assigned to English, and it may be truly said that it was to supply the growing demand for English instruction that the College was founded. Sanscrit was discontinued at an early period. The Persian class was abolished in 1841. The only languages which have been since taught in the Institution are English and Bengali.

Though in the early years of the Institution, instruction was afforded in four languages, it must not be supposed that the students generally were expected to learn all these languages. In fact no student was permitted, except in special cases, to learn more than two languages. He might choose English and Persian, or English and Sanscrit, or English and Bengali, at his own option. In certain cases he was allowed to confine his attention to English alone, and to leave the College and return home after the usual hours for instruction in that language.

For several years the number of pupils was limited to one hundred. Instruction was afforded gratuitously to all, except thirty scholars of the Calcutta School Society.* The original rules of the Institution provided for the admission of paying students; but the system of demanding payment for tuition was at first unpopular, and the Committee of Management resolved that from the 1st of January 1819, the College should be a free Institution, supported by the voluntary contributions and bequests of respectable Hindus.

* This useful Society desired as one of the most effectual means of promoting education, to select pupils of distinguished merit from the vernacular schools under its superintendence, and to place them in Institutions where they would receive instruction of a superior kind. With this view, the Society soon after its establishment determined to provide for the education of thirty boys at the Hindu College. Subsequently these meritorious pupils were selected exclusively from the School Society's school, which was in fact, and is now also in name, a Branch School of the Hindu College. The Society's plan has succeeded well. Those who have been admitted on the School Society's privilege, have always been among the most proficient students of the College.

Ample provision was made in the infancy of the Institution for effectually superintending and controlling it. There were two Native Governors. There was a body of Native Directors. Finally, there was a Committee of Management with two Secretaries.

The Committee of Management consisted, for some years, of four Members elected annually by the Directors. One of the Secretaries was a Native, and the other a European. The latter was appointed for the special purpose of superintending the English department of the College.*

The duties of the Committee of Management were, to see that the Rules of the Institution were observed; to alter or make new Rules; to appoint or dismiss officers of the establishment; and to check and regulate the expenditure. When the opinions of the Members happened to be equally balanced, the question was referred to one of the Governors, whose decision was final.

In progress of time certain changes took place, one of the most important of which was dispensing with the European Secretary. This measure was adopted in 1824, in consequence of the low state of the funds. The large body of Native Directors disappeared at a still earlier period; and the Members of the Committee of Management, instead of being elected annually, came to regard themselves as a permanent body with certain vested rights and inalienable privileges. It may also be observed that, after the first few years, only one of the Governors continued to take an active interest in the affairs of the College.

In 1824 the Committee of Management were compelled to solicit pecuniary aid from Government. Aid was afforded liberally; in consideration of which Government conceived that a certain degree of "authoritative control" should be exercised over the Institution by the General Committee of Public Instruction. The Managers were more ready to receive pecuniary aid than to surrender any share of control. The substance of the correspondence which passed on this occasion, will be given hereafter.

* At first a provisional Committee, consisting of ten Europeans and twenty Natives, was formed to decide upon a plan of operation. Subsequently the Europeans withdrew, and a Committee was appointed consisting entirely of Natives with two Governors and a Secretary. This Committee appointed a paid European Secretary to superintend the English department.

For the present it may be sufficient to observe that, after much discussion, it was resolved that the General Committee should exercise a general supervision over the College "through the medium of such of their Members as they may from time to time appoint." In the first instance, Dr. Wilson was appointed to represent the General Committee as Visitor of the College. The General Committee hoped that any recommendation coming from the acting Visitor would usually meet with the concurrence of the Managers.

In 1835 the Managers were appointed Honorary Members of the General Committee, and two of their number were invited to assist in the deliberations of the latter. Soon after, the General Committee appointed six of its own Members a permanent Sub-Committee for visiting and superintending the College. Notwithstanding these arrangements, the Native Managers still kept together as a distinct body, and retained a large share of the influence and patronage connected with the College in their own hands.

Such was the state of things up to 1841. At that time, when the General Committee was making great exertions to place all the Institutions on a more efficient footing and to introduce uniformity of discipline and superintendence, a similar change in the Management to what has just been adverted to was formally proposed, and received the deliberate sanction of Government. The change contemplated was to unite the Committee of Management to the General Committee, to make the former in all respects a Sub-Committee of the latter and entirely subject to its control. The following proposition was laid before Government, and met with "the entire concurrence and approval" of that authority: "The future management and control of the Hindu College to be vested in a Sub-Committee of the General Committee of Public Instruction, consisting of the present Managers with the addition of two Members of the General Committee, subject like all other Sub-Committees to the control of the General Committee."* The most obvious

* It was resolved at the same time that the surplus funds in the hands of the Managers amounting to 23,000 rupees, should be invested in Government Securities and the interest awarded in Scholarships to perpetuate the names of the original founders of the College.

interpretation of this order, especially when considered in connection with the arrangements proposed in 1835, is that the old Management was abolished as a distinct body and merged in the General Committee of Public Instruction. But the old Managers have never properly understood their new position. They have clung with tenacity to their old privileges, and on various occasions have enjoyed the satisfaction of effectually obstructing improvements. They have also succeeded in so fettering the Principal of the College as greatly to diminish his usefulness.

In 1846 it was proposed, in a minute by the Secretary of the Council of Education, to act up to the spirit of the order of 1841. He stated that the College, notwithstanding the changes proposed in 1841, was still regarded by the Managers as only remotely under the control of the Council. He also stated that by the existence of the Committee of management, the Principal of the College was deprived of all power, the control being in fact vested in the Native Secretary, whose other public duties prevented his being present at the College except occasionally, his visits being, like those of angels, "few and far between."

The President of the Council of Education fully approved of the plan of merging the Committee of management in the Council, and of placing the Principal on the same footing as in the other Colleges. He had not the least doubt that such a measure was highly desirable, and that the existing arrangement was "fraught with elements of discord."

On the other hand, some of the European members were of opinion that the evils complained of might be remedied without resorting to the extreme measure of abolishing the Committee. It was supposed that such a measure would be regarded with jealousy by the Natives and might possibly injure the Institution. Besides, they must not only consider whether the measure would be expedient; they must also consider whether it would be just. Perhaps a sacred pledge had been given. It would be desirable, before proceeding farther, to ascertain precisely on what terms the Government originally assumed a share of the superintendence. The Native Managers were invited to furnish all the information on this point in their power.

Encouraged by this invitation, two of the Native Managers, the Secretary and Baboo Prosonno Coomar Tagore, wrote long minutes. That of the Secretary is very long, and is in other respects a literary curiosity. He succeeds in involving the subject in a maze of words. A great variety of topics is touched upon, some of which are quite irrelevant; but the main facts regarding the original connection of Government with the College, are skilfully kept in the back ground. He admits, however, that in Oct. 1841 the General Committee and the Managers met, and that, after "a lengthened consultation," it was agreed that the Managers should become Members of the General Committee, and that the management and control of the College should be vested in a sub-committee consisting of these Managers and two Members of the General Committee.

Baboo Prosonno Coomar Tagore stated, that he had obtained the office of Governor in succession to his late brother Chunder Coomar, and that he wished to preserve his vested right in "its pristine purity." He observed, moreover, that the Managers had never been invited, as contemplated in 1841, to offer their opinion in the General Committee on matters connected with the College.

After all, no fundamental change was at this time effected. The root of evil remained in all its vigor. The whole question will be better understood after the following remarks have been perused on the pecuniary aid afforded by Government and on the expediency of founding a separate Government College, as was at one time seriously proposed, distinct from the Hindu College.

Section II.

Pecuniary aid afforded by Government.

For several years after its establishment, the College was strictly a private Institution and received no aid whatever from Government. But in 1823 it was found that the funds were at a low ebb. It seemed scarcely possible that the Institution could ever, if left to its own resources, rise in character above a common School. In these circumstances, the Managers submitted a petition to Government earnestly soliciting pecuniary aid. They stated that the funds subscribed for the support of the Institution

had been reduced to 60,000 rupees, which with the 150 rupees a month allowed by the School Society for the instruction of thirty boys gave a monthly income of 550 rupees. By means of this income they had succeeded in imparting English instruction in reading, writing and cyphering to a certain number of pupils, who had also acquired some knowledge of Persian and Sanscrit. But the income had proved inadequate to the wider objects of the Institution. Besides the want of funds to defray the salaries of the Teachers, they were greatly in want of a suitable building. They ventured to suggest that the Institution should be removed to the vicinity of the Sanscrit College about to be founded, and that the more expensive media of instruction, such as philosophical apparatus, lectures, &c., should be common to both Institutions, by which means the two establishments would mutually benefit each other.

In January 1824 the Managers addressed the General Committee in the same strain. They represented that the funds were gradually diminishing, the expenditure being considerably in excess of the income. They therefore requested to be allowed to occupy part of the building which was hired temporarily for the Sanscrit College; or, if that should be inconvenient, that a monthly allowance should be granted for house rent. They also begged that such further pecuniary aid might be afforded as would enable them to employ a competent person to give instruction to the senior students in Science. Finally they desired that the General Committee would be pleased to permit their own Secretary, and the Secretary of the Sanscrit College, "to join them in the management of the affairs of the College."

These representations having been duly considered, Government resolved to extend public support to the Hindu College. The mode in which it was proposed to aid the Institution was in the first place, to endow at the public charge a Professorship of experimental philosophy, the lectures of which should be open to the senior students both of the Hindu College and Sanscrit College. It was further resolved to supply from the public funds the cost of school accommodation to be provided in the vicinity of the Sanscrit College, and in the meantime to grant an allowance of 280 rupees a month for

house rent. The hope was also held out that an allowance would be made for providing a person competent to teach the elements of European Science. Finally, the General Committee were desired to report on the expediency of assuming "a certain degree of authoritative control over the concerns of that Institution, in return for the pecuniary aid now proposed to be afforded."

Accordingly the General Committee immediately opened a communication with the Managers on the subject of obtaining a share in the control of the College. The following is an extract from the General Committee's letter: "With reference to the extent of the aid already given to the funds of the Hindu College and other arrangements in contemplation for its improvement, such as the grant of a library, endowments of scholarships and a liberal provision for the most effective superintendence that can be obtained, the expense of which will probably be fully three times the amount now derived from the funds of the College, Government conceive that a proportional share of authority over that establishment should be vested in the General Committee of Public Instruction."

The Managers in replying to this letter, and with reference to the share of the management they were willing to surrender, desired to be informed what arrangements the General Committee themselves would consider most advisable. They then added the following observations:

"With deference to what may be the decision of the General Committee, we beg to suggest that probably the best mode of apportioning the management, would be the appointment of a joint Committee, to consist of an equal number of the present Native Managers and of the Members of the General Committee, to which arrangement we shall be very happy to agree.

"It is scarcely to be apprehended that any questions would arise in which the opinions of the Native and European Managers would be exactly balanced, but should such an event occur, we hope it will not be considered unreasonable in us to propose that a negative voice may be allowed to the Native Managers; that is to say, that any measure to which the Natives express an unanimous objection shall not be carried into effect."*

* Baboo Chunder Coomar Tagore's minute on this subject is exceedingly characteristic of the reluctance of orthodox Hindus to alter the established order of things. He says, "I do not think it

The following reply which closed the correspondence, was returned by the General Committee:

"The General Committee in professing to exercise any authority over the Hindu College, have only had in view the due administration of those funds which the Government may from time to time be disposed to supply in aid of the objects of the Institution, and the erection of the Hindu College into a Seminary of the highest possible description for the cultivation of the English language. Beyond these objects it is not their intention to interfere, and as long as they are satisfied that the best interests of the establishment are fully attended to by the Native Management, they will not fail to take a warm interest in the prosperity of the College, and to recommend it to Government as meriting the continuance of its patronage. At present they have no reason to doubt the efficiency nor the intention of the Native Committee, and they do not therefore think it advisable to assume any share in the direction of the details of the College.

"At the same time confiding in the disposition evinced by the Native management to accept their assistance and advice, the General Committee will be ready to exercise a regular inspection and supervising control as Visitors of the College.

"In order to render the general supervision as practical as possible, they propose to exercise it through the medium of such of their members as they may from time to time appoint; and on the present occasion they avail themselves of the services of their Secretary Mr. Wilson, whom they request the Managers to regard as the organ and representative of the General Committee."

"It is expected that any recommendation proceeding from the General Committee relative to the conduct of the Institution as expressed through the acting Visitor, will meet with the concurrence of the Managers of the College, unless sufficient reason be submitted in writing for declining such concurrence."*

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is in our power to make over any part of the management requested without the previous consent of all the subscribers to the Institution; for they have vested in us their rights in addition to our own for the permanent enjoyment of the same!" It seems to be taken for granted that both the original subscribers and the original Managers would live for ever, the former to withhold their consent to any change in the management, and the latter permanently to enjoy their vested rights.

* It will throw some further light on this subject to subjoin an extract from a report of the General Committee to Government dated October 1824. After stating that a letter had been written to the Managers of the Hindu College requesting to know what share of authority they would be disposed to vest in the General Committee, and that the Managers had annexed as a condition that no measure should be adopted to which the Native Managers unanimously objected, the report adds: "As the condition thus proposed and the tenor of the letter generally appeared to us to exhibit some want of confidence in the objects and intentions of the General Committee, we thought it advisable to decline acceptance of the

The Managers expressed their readiness to conform to these arrangements for the management of the College. Subsequently Dr. Wilson was elected Vice-President of the Committee of management.

Section III.

Proposal for a separate College in Calcutta. Proposed union of the Hindu and Sanscrit Colleges.

The Visitor, in his first annual Report of the Hindu College, drew attention to the very limited resources of the Institution, with a fixed income of only 400 rupees a month, which would soon be reduced to 300 rupees by a reduction in the rate of interest.* This reduction, he said, in the rate of interest would seriously "cripple" the Institution, and it was necessary to devise some means by which such a calamity might be averted. Some addition to the funds might be hoped for eventually from Schooling-fees, but in the meantime they must rely upon further pecuniary aid from Government. The defects, he said, which he had ventured to point out in a previous part of his Report, were in a great measure inseparable from the limited resources of the Institution. He believed that they were also owing in some degree to the want of efficient control "and the neglect into which for the last two years the Institution had been suffered to fall." Now, however, that the Native supporters of the establishment found that the attention of Government was drawn to their proceedings "and that as long as they continue to merit they may hope for its patronage," it might be expected that they would "be anxious to promote any measures that may have the advantage of the College in contemplation." With this disposition on the part of so many of the most respectable inhabitants of Calcutta, the judicious control of the General Committee, and the patronage of Government, there existed a reason-

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authority thus offered to us; but as there was at the same time an evident disposition on the part of the Native Managers to avail themselves of our co-operation, we deemed it expedient to propose taking a share in the control of the Institution as Visitors of the College; exercising a general superintendence of such a relation through the immediate agency of one of our Members."

* Interest at 8 per cent. on the reduced capital of 60,000 Rupees, was allowed for a certain stipulated period which had nearly expired.

able prospect of rendering the Hindu College "the main channel by which real knowledge may be transferred from its European source into the intellect of Hindustan."

These observations gave rise to an interesting discussion in the General Committee, on the question of establishing a distinct English College open to Natives of every denomination.

Mr. H. Mackenzie, who opened the question, observed that if the funds of the College did not amount to more than 300 rupees a month, the Institution could scarcely be said to have a distinct existence, and to be only aided by Government. Acting as auxiliaries the General Committee had become principals, and the contributions of the subscribers were too inconsiderable to weigh much in the determination of the means to be pursued. Before granting any further aid, the question of having a separate Institution should, he thought, be distinctly considered. He was not wholly opposed to the plan of ingrafting an Institution on the existing Hindu College, but he was not without apprehension that the union might prove mischievous. He added, "let us take care lest being fettered both as to the mode of instruction and the selection of the persons to be instructed, we do not sacrifice much that we could accomplish by acting independently with the same funds."

Dr. Wilson inclined to the opinion that instead of establishing a distinct Institution, it would be more advisable to improve the existing one by raising the character of the instruction, providing a superior class of Teachers and by strengthening the control over it of the General Committee. He then adds, unless these improvements be adopted, "I should say, have nothing to do with the Hindu College, but set up an independent English College." In a subsequent minute, Dr. Wilson admitted that it was time for the General Committee to determine upon a plan of English education on an extensive scale. The question was whether they should establish a separate College, or make use of the existing Hindu College. He was inclined to prefer the latter plan, but, he adds, "this is under an impression that the Native Managers are not likely to prove any impediment to the views of the General Committee for the improvement of the Institution. I do not think it is likely they will. As long,

however, as such possibility exists, I should not wish to recommend any measures that may pledge the Committee or the Government to the support of the College longer than they deem it expedient. It should be understood, therefore, that the allowance, if granted, is but a temporary accommodation, and that the books &c. when procured are to be the property of Government, available for the College as long only as that is an object of public interest."

Mr. Harrington, the President of the General Committee, considered that so long as they had no other Institution for instructing the Natives in the English language and literature, it was highly desirable to give all possible efficiency to the Hindu College. The question was one of great importance, whether the object of transferring European knowledge "to the intellect of Hindustan" should be effected by a distinct English College open to Natives of the country of every denomination, or whether, for the present, their efforts should be limited to the improvement of existing establishments and especially of the Hindu College. He hoped the Native Managers would not object "to any control which it might be deemed beneficial to exercise over the studies and discipline of the College;" adding "if they should, it will certainly be proper to consider the expediency of establishing a distinct English Seminary for the instruction of Mahomedans and others as well as Hindus at the charge of Government, as suggested by Mr. Mackenzie."

The General Committee in a letter to Government dated 4th March 1825 forwarding the Visitor's Report, after alluding to the object of establishing an English department in the Madressa and encouraging the study of English in the Sanscrit College, observe as follows:

"From these considerations we have been led to conclude that it may be found most advantageous to form a separate Institution for the more complete course of instruction which the different Seminaries will require, maintaining, as at present, the English class attached to the Madressa and the Anglo-Indian College attached to the Sanscrit College, as the sources whence the necessary preliminary acquirements are to be obtained; and establishing a distinct English College, for the admission of a certain number of the most advanced pupils from both the Hindu and Mahomedan Schools for gratuitous instruction in Literature and Science through the medium of the English language.

"The English College which we thus propose to institute, com-

prehends the admission of Native youth of every denomination, and will therefore, of course, include both Mahomedans and Hindus. There exists at present some degree of reluctance in these classes to amalgamate, especially in the Lower Provinces. We do not think, however, that the repugnance is insuperable, and we feel confident that gratuitous instruction of a superior description will be an inducement of sufficient weight to overcome ancient prejudices.

"The gratuitous tuition of the College, would be confined to a certain number of the senior pupils from the free scholars of the preparatory Schools. This number would be limited by the qualifications of the students and the powers of the teachers; but it would be advisable to open the College to any number of Native youths who would pay for instruction; and it is probable, if the College were effectively conducted, that many scholars would resort to it."

The General Committee were of opinion that the state of the Educational funds would admit of 24,000 rupees a year being set apart for the support of a College on the footing proposed, and that the chief desideratum was men competent to be instructors. They strongly recommended that measures should be adopted without delay for inducing qualified instructors to come out from England.

The reply of Government, so far as it relates to the question of a separate College, was to the following effect: "As a permanent arrangement, the Governor General in Council is wholly of opinion with your Committee that the establishment of a separate English College for perfecting the education of the more advanced students of the English classes in the Seminaries already instituted, will be by far the most effectual and advantageous that can be devised, and at the same time the most consistent with our credit and character after the steps which have been taken for securing due attention to Hindu and Mahomedan learning." It was added that a despatch was preparing for the Court of Directors, requesting them to select two well qualified Professors in England.

In 1827 when it was proposed to attach scholarships to the College and to engage a new Headmaster on a liberal salary, Mr. Mackenzie again adverted to the possibility of establishing an independent English Seminary, with a small addition to the allowance which it would be necessary to give for these objects. Mr. Bayley, the new President of the General Committee, and Mr. Shakespeare drew attention to the importance of determining the degree of authority to be vested in the General Committee, before any further aid was

given. Dr. Wilson, too, was now decidedly of opinion that before founding scholarships or contributing any further in aid of the establishment, it was indispensable that the General Committee should possess "a paramount influence in its management." The extensive assistance contemplated, more than treble the unaided means of the College, gave them a right to a predominating authority; "and," he added, "from the intercourse I have already had with the Institution, I am satisfied that such a control is urgently called for. Unless secured, indeed, in the most positive manner, I think we had better decline all interference whatever and adopt Mr. Mackenzie's suggestion of forming a Government English Seminary."

It is deeply to be regretted that these views were not carried into effect. Possibly it is not too late still to repair the error. The agitation of the question, however, in 1825 and the two following years did some good. It put the Managers upon their good behaviour. For nearly ten years, more especially so long as Dr. Wilson was connected with the Institution, they continued tolerably tractable. They could not but feel that the establishment of a separate Government College would draw away two-thirds of their pupils, and that the withdrawal of Government aid would so seriously cripple them, that they would either be obliged to suspend operations or continue them at a great disadvantage.

It must be observed that the reduced subscription capital of 60,000 rupees, was about this time still further reduced to little more than 20,000 rupees, by the failure of the Agents in whose hands it was lodged. The funds for the payment of 30 School Society's scholars, came from Government, and might be withdrawn at any time. The independent funds of the College, exclusive of tuition fees, amounted to only about 100 rupees a month, a sum not equal to one-tenth of what was supplied by Government.

When the Managers of the Hindu College in 1823 solicited pecuniary aid from Government, they suggested the expediency of amalgamating their Institution with the proposed Government Sanscrit College. A paper of remarks on this proposal was drawn up by Dr. Wilson and submitted for the consideration of the General Committee. He stated that the two Institutions differed materially in many respects. The one was founded by Government and was conducted by a Committee of

its officers, and was designed to communicate an improved knowledge of Sanscrit literature to youths of the Brahminical class. The other was founded by private individuals, was managed by a Committee chosen by themselves, was maintained by funds raised by voluntary subscription, and was designed, as its leading object, to instruct Hindu youths of all the respectable castes in the English language. It would therefore be difficult to amalgamate the two; and this difficulty was not limited to the opposite tendency of the studies; it was even more considerable as regarded funds and management; and another insuperable obstacle existed in the different character of the students.

He was of opinion, however, that though an intimate connection could not be established, a partial connection might. He would be favourable to the experiment of adding two English classes to the Sanscrit College, one for the higher departments of English literature, and the other for physical and experimental philosophy. To these classes the senior pupils of the Hindu College and the most advanced pupils of the Sanscrit College would be admitted gratuitously. This seemed to him the only mode in which an alliance could be formed, at that time, between the two Institutions.

It might be possible, by extending the plan of the Sanscrit College, to bring the Hindu College under the same roof; but, on the whole, he thought it would be preferable that, although contiguous, the two buildings should remain distinct.

The General Committee concurred in these views. They believed that it would not be practicable, at that time, to unite the two Colleges to any further extent than was proposed by Dr. Wilson.

Government viewed the question in the same light, as will appear from the following Resolution subsequently passed on the subject:

"The statements contained in the remarks by Mr. Wilson appear conclusive as to the impracticability of forming any intimate union between the Hindu College and the proposed Sanscrit College. Mr. Wilson has, however, suggested a mode in which useful instruction may be communicated to certain classes of the students of the two establishments conjointly; and the recent arrival from England of a philosophical apparatus for the use of the present Hindu College, on condition of its being able to supply a competent lecturer, appears

to offer a favourable opportunity of giving effect to such an arrangement, and at the same time enabling Government to confer a substantial benefit on that Institution, the Managers of which have represented their want of funds to provide for more than an elementary system of instruction as now established."

About the same time, Government authorized the construction of a Building for the Sanscrit College, with two wings to serve as school and lecture rooms for the Hindu College.

Section IV.

Professors from England.

The first intimation found in the Educational reports in regard to the desirableness of engaging Professors for the Hindu College in England, appears in a letter dated October 1823, addressed to Government by the General Committee under the following circumstances. The British India Society in London had purchased a valuable philosophical apparatus for the use of the College. The General Committee proposed to engage a Lecturer on natural philosophy who should make use of the apparatus. His salary was estimated at 300 rupees a month. But it was doubted if a properly qualified Lecturer could be procured for that sum. Indeed it was not certain that a fit person could be met with in India on any terms, and it was believed that it would be necessary to invite a Professor from England. In that case £500 would, the General Committee thought, be the lowest sum likely to attract a well qualified individual to India.

It will appear hereafter that a Lecturer on natural philosophy was subsequently met with in India, who held the appointment for several years.

In a report to Government dated March 1825, the General Committee prominently noticed the want of well qualified instructors. In order, they said, to afford to the students of the Hindu College that full and comprehensive instruction that was desirable, persons duly qualified for the office must be brought out from England.

In the same letter, while advocating the expediency of establishing a separate English College, the General Committee observed that the principal desideratum was competent instructors. There was reason to believe that the Court of Directors would readily sanction the measure of engaging teachers in England.

The General Committee considered it of importance that those gentlemen who might be brought out from England should have received a Collegiate education; that they should be laymen, so as to afford no possible ground for misinterpreting the motives of Government; and that they should be persons of extensive acquirements, and "capable of communicating as well as accumulating knowledge."

With regard to the special qualifications of the Mathematical Professor, nothing, they supposed, need be said, as his duties in this country would not differ materially from the duties of such an officer at home. But a Teacher of English literature would be placed in a situation to which there was nothing analogous at home. They added that, as it was of great moment to inspire a feeling of interest in our national literature, "the Preceptor in this department should be imbued with its spirit, and should be a man of taste as well as letters. He should not only be well read in English authors of different periods but familiar with their merits, and be able to teach them so that they shall be felt as well as understood."

The salary proposed for these gentlemen was 400 rupees a month. In proposing this sum, the General Committee stated that they were chiefly influenced by a consideration of the means placed at their disposal. The limited funds at their command would not admit of their offering a larger income. An allowance for house rent, might perhaps be added. In time some addition might be made to the salaries. They would also be disposed to allow the Professors the privilege "of taking a limited number of private pupils from any class of the inhabitants of Calcutta, compatible with due attention to the Government scholars." If the sum mentioned should not be found sufficient to induce superior men to offer themselves, they hoped that the Court of Directors would sanction a separate grant, to secure the services of two gentlemen every way qualified. They considered the assistance of two such gentlemen as indispensable, "whether a new English College be founded or the present Anglo-Indian College be improved."

The want of good Teachers was again noticed in the annual report for 1827. The Visitor recommended

engaging the services of Dr. Tytler, one of the Presidency Surgeons, who was considered qualified to instruct the senior classes both in Literature and Mathematics.

Adverting to this proposal, Mr. Bayley, President of the General Committee, regretted that no reply had yet been received from the Court of Directors regarding Professors from England. He considered it advisable to engage temporarily Dr. Tytler's services. The other members of the General Committee were of the same opinion; and accordingly Dr. Tytler was soon after appointed Lecturer on English literature and mathematics, on a salary of 500 rupees a month.

In March 1833, Government intimated that the Court of Directors had appointed the Rev. Dr. Adamson principal Professor in the Hindu College. Government desired to know the sentiments of the Managers of the College regarding this appointment. The Managers stated it as their belief that the appointment would be injurious to the Institution, Dr. Adamson being a teacher of Religion. They earnestly desired that the appointment should be cancelled. These circumstances were represented to the Court of Directors, who accordingly cancelled the appointment.

The Visitor reported in 1834 that no permanent arrangements had yet been made for securing more efficient instructors; nothing further had been heard from Europe on the subject. This gave rise to some discussion. Mr. Trevelyan, at that time one of the members of the General Committee, advocated the appointment of a Principal to the College, "whose character and attainments would command respect, and who would always be on the spot to instruct the students." At present, he said, there was no controlling authority on the spot, and consequently no security for the efficient performance of their duties by the different Professors and Masters. The students in some of the classes were reported to have made inadequate progress; some of the Masters, it was understood, had neglected their duties; "all which inconveniences would have been prevented or remedied, if there had been a person of high respectability at the head of the College charged with its entire control." He took this opportunity of saying that the

Court of Directors had great reason to be offended at the rejection of Mr. Adamson, and that it was not likely they would speedily appoint another in his room. It was well known, he said, that the objection to Mr. Adamson's appointment did not originate with the Hindus, who had no objection elsewhere to receive instruction at the hands of Christian Pastors.

In 1834 Dr. Tytler found his health impaired, and applied for leave of absence. At this time, and it may be supposed influenced partly by the prospect of losing Dr. Tytler's services, the Managers addressed the General Committee, drawing their attention to the subject which had been long under consideration of engaging Professors in England. They had learnt that Dr. Wilson, who was then in England, had been desired by the Court of Directors to look out for a well qualified candidate, and that he had not been able to meet with one. In these circumstances, the Managers requested the General Committee to select the most efficient candidate they could find on the spot.

Several candidates had applied for the situation of Professor in the College, in anticipation of Dr. Tytler's resignation. Among them was Capt. D. L. Richardson, who had published an elegant volume of Poems and of Essays in prose, and who enjoyed the reputation of being a good literary scholar. He was subsequently appointed Professor of literature in succession to Dr. Tytler. It does not appear that he undertook that other branch of Dr. Tytler's duties, which consisted in imparting instruction in mathematics.

The endeavours which were subsequently made to engage Professors in England, for the higher offices in the Government Colleges generally, and the terms on which several gentlemen were engaged, have been already noticed in the first Part of this Review of public instruction.

Section V.

Course of Study. Special subjects of Instruction.

Natural Philosophy. In July 1823, Mr. Harington, in reply to a letter from the Managers of the College suggesting a union between that Institution and the pro-

posed Sanscrit College, stated that a letter had been received from the Secretary of the British India Society in London, intimating that a valuable philosophical apparatus had been sent out "to be placed at the disposal of the Calcutta Hindu College, should the Committee of that Institution have the means of employing a competent Lecturer."

The Managers of the Hindu College, were utterly unable to supply the funds for engaging a competent Lecturer. They solicited the aid of Government. Under these circumstances, the General Committee, in a letter to Government written in October of the same year, strongly recommended the appointment of a Lecturer, to be paid from the public Educational funds. They took advantage of the opportunity to sketch out a plan of the course to be followed, in the event of a Lecturer being appointed.

The course of lectures, they said, should include the ordinary branches of Natural Philosophy, as Mechanics, Hydrostatics, Pneumatics, Optics, &c. They proposed to separate Chemistry from the other branches, and to appropriate a course of lectures to it alone. They recommended that the Lecturer should attend four days in the week, from 10 to 1 or 2 o'clock.

The students to whom these lectures would be regularly open, would be those of the first class of the Hindu College, all of whom would be expected to attend one course. A further continuance might be made a matter of favour, and only allowed when the zeal of the student and his capacity for learning were undoubted. The number of students in the first class was about a dozen, and they were all well grounded in English. The Lecturer would be able, it was hoped, to extend the benefit of his instruction to at least an equal number of the young men in the upper classes of the Sancrit College, when he should be qualified to communicate with them either in Sanscrit or in one of the vernacular languages.

Several candidates of eminent acquirements presented themselves for the appointment of Lecturer. Among them was the Rev. Mr. Mack of Serampore, who offered to deliver lectures on Chemistry until a person could be found who could devote his whole time and attention to these duties alone. Mr. Mack stated that he offered his

services with the full concurrence of his colleagues Dr. Carey and Dr. Marshman, who conceived that it would be no serious interruption to his other duties provided he was not required to attend more than two days in the week.

Mr. D. Ross, who was employed at the Mint, was the person eventually selected for the situation; and the Managers were apprised of his appointment in May 1824.

Mr. Ross commenced his first course of lectures on the 6th of July, with the intention of lecturing twice a week. Up to the 25th of September, when the long vacation commenced, he had delivered eleven lectures, each lecture, including the instruction given "conversationally," occupying two and a half hours. He attended in the evening, from 7 o'clock to half past 9. The class consisted of 18 young men, selected from the senior classes of the Hindu College. Several young men who had been educated in the College, and who had since obtained situations in the public offices, also attended regularly. Some of the Managers and their friends were occasionally present.

The general character of Mr. Ross's lectures, will be seen from the subjects which he chose for the first eleven lectures, which were as follows:

1. Introductory lecture.
2. Properties of matter.
3. Laws of motion.
4. Mechanics.
5. Magnetism.

The Visitor, in his annual report for the year 1824, makes the following allusion to these lectures: "It is not to be expected that very precise ideas should have been gleaned from a first course of lectures on novel and abstruse subjects, but the glimpses of truth, however imperfectly or partially caught, cannot fail to prepare the faculties for more perfect vision hereafter." He notices the want of books on the subject matter of the lectures, and thinks it would be advisable to have a small library attached to the class comprehending several copies of some of the most valuable works on general physics. The apparatus too was defective. He thought there would be a great advantage in making it more complete, conviction, to those to whom the subject was new, depending very much on successful experiments.

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In October 1824, the General Committee, in a report submitted to Government, adverted to the small number of lectures that had been delivered, and to the fact that they had been confined to the students of the Hindu College, without those of the Sanscrit College participating in their advantages. They concludeed by saying: "How far this plan, which deviates so widely from that originally contemplated, is likely to be productive of all the beneficial results that were intended, can only be appreciated after due experience. We should therefore wish it to be understood that the arrangement is temporary and provisional."

These lectures were continued for a number of years, the subjects not varying much. The annual report for 1833 states that the examination in this subject had been conducted by Mr. J. Prinsep, who reported that Mr. Ross had lectured during the year on Mechanics, Pneumatics, Electricity and, to some extent, on Chemistry. The Examiner had suggested last year that a syllabus of the course of lectures would be useful, to put into the hands of those who composed the class. He was of the same opinion still. He observed that the students did not study systematically any books connected with the subject. The consequence was that very little solid progress was made, and some of the most advanced students seemed to have forgotten what they were previously acquainted with.

The system seems to have been about this time changed. The interesting experiments, gave place to hard study and mathematical demonstration. At a later period the experimental lectures were revived; but after a few months they were discontinued, and for many years the Hindu College has not been enlivened by a single ray of an experiment.

Moral Philosophy and Law. The Visitor, in his annual report for 1830, proposed that instruction should be afforded in Moral philosophy and Law. He stated that it had often been objected to the system of education pursued in the College that no direct instruction was given "on the subject of private and public duties." A course of lectures on Morality might partly, however imperfectly, supply the want of religious instruction, and would have a tendency to improve the sentiments

and elevate the character of the students. He stated further, that the want of such instruction had been felt by the students; and that they had formed a society under the superintendence of Mr. DeRozio, with the view of discussing amongst themselves questions on morals and metaphysics.*

Several of the members of the General Committee thought it would be well to encourage this feeling among the students, and to give it a right direction. Mr. W. W. Bird was decidedly of opinion that, in the absence of religious instruction, which the constitution of the College involved, a course of lectures on Morality might be most beneficial. While it must be borne in mind that all such instruction could not be imparted, the influence of the General Committee ought, he said, always to be thrown into the scale for religion, rather than against it.

The Visitor, in his annual report for 1831, regretted that his recommendation of last year to establish a professorship of Law, had not yet been carried into effect. The subject he considered as of the utmost importance to the young men, not only as in itself an object of high moral and political interest, but as opening a path to honourable employment.

In June 1831, the General Committee offered the following remarks in a report addressed to Government: "We beg to recommend that a qualified Professor be engaged to lecture on the principles of Political Economy and Law, including in the latter the elements of general Jurisprudence, the principles of English Law, and as much of the Mahomedan and Hindu Laws as is requisite, with the local Regulations for the administration of justice in British India." Government replied to this communication in August 1831, and sanctioned the appointment of a Professor of Law, who should also deliver lectures on Political Economy.

* It is understood that these discussions took a very sceptical turn; and it may be doubted if their tendency was on the whole beneficial. Every thing was tried and examined on the principles of unerring Reason. The minds of these ardent young men became unsettled, and some of the holier truths relating to the existence of God, a future state, family relations, which we receive rather by Sympathy than Reason, were boldly called in question.

In 1832, Mr. T. Dickens was appointed Professor of Law. He delivered six lectures in the months of June, July and August of that year; after which he was obliged to resign the appointment owing to pressing professional engagements.

In 1833, Sir John Peter Grant was proposed as Professor of Law in succession to Mr. Dickens. He was subsequently appointed; but after holding the appointment for about two months, he was compelled to resign it on being elevated to the bench of the Supreme Court.

These frequent changes caused disappointment, and created an impression in the General Committee, that the system of unattached Lecturers was inconvenient. Eminent legal acquirements, it was said, commanded such liberal remuneration in Calcutta, that the services of a distinguished Barrister could only be retained for a short period. It appeared desirable that the duties should devolve on one wholly attached to the College, or at least that the individual selected should be pledged to continuance. The General Committee offered the lectureship to Mr. J. C. C. Sutherland, on condition that he should give a pledge of continuance. He was unable to give this pledge, and the situation remained vacant.

The Visitor's report for 1833, written in February 1834, intimates that the appointment was still in abeyance. The Visitor was of opinion that any person of fair general acquirements, and who possessed zeal and energy, would be found competent, with the aid of class books, to communicate useful instruction in this subject. He would be always in advance of his pupils, and his superior judgment would enable him to give a proper direction to their studies.

Mr. Herman Geoffroy, who had received a legal education and who was not encumbered with extensive practice as a Barrister, was appointed to the situation in 1834. The changes which have taken place since then, have been already noticed in the first Part of this sketch.

Before closing this section it may be well to quote the opinion of the Managers of the College, in regard to unattached lecturers, a question which the frequent changes in the appointment of Lecturer on Law brought into prominent notice. In February 1835, the Managers expressed the following opinion in a letter addressed to the

General Committee of Public Instruction: "In Institutions like ours it is highly important that all the instructors should be permanently attached, devoting their whole time to the duties of instruction undisturbed by other pursuits and avocations. Experience confirms our opinion that no pre-eminence of attainment, can in point of utility place the occasional services of the unattached Lecturer, on a par with those of the instructor, whose sole occupation centres in the Institution."

Section VI.

Course of study continued. General subjects of Instruction, and comparative progress at different times.

The principal class books used in the senior classes in 1824 were,

Tegg's Book of Knowledge.
Enfield's Speaker.
Goldsmith's Geography,
Murray's Grammar.

It thus appears that the studies of the most advanced pupils were at that time quite elementary, and that what was called the Hindu College, was only an elementary school. It is of importance to note this, as it offers a standard by which to judge of the progress since made.

Dr. Wilson, in his annual report as Visitor of the College drawn up in January 1825, reports as follows:

"The General result of the operations of the Hindu College is to give the students a considerable command of the English language, to extend their knowledge of History and Geography, and to open to them a view of the objects and means of Science. There can be no question, therefore, of the vast improvement which education under such a system offers over that tuition which restricts the sphere of ideas to the narrow limits of India, and substitutes monstrous exaggeration for physical truth. At the same time, the College is not, in my estimation, what it ought to become, and what I conceive with proper support it might easily be made.

"The great defect is the imperfect extent to which English instruction is carried. At this moment the best educated scholars are as little familiar with our literature, as they were when they entered the College."

He adds that the students should be taught to understand the best writers in the language, and to appreciate thoughts as well as words; but this could never be the case

as long as Enfield's Speaker and Blair's Exercises were the only books read by the upper classes. However valuable such books might be as introductory to our literature, it could not be admitted that they conveyed an adequate idea of its worth. He then speaks of the inadequacy of isolated and unconnected extracts to keep alive interest, and proposes that the upper classes at least should lay aside all miscellanies, and enter boldly upon our best writers in prose and verse. He also advises that a small library should be attached to the College, which would prepare and assist the students in a course of advanced study.

Dr. Wilson also pointed out that another great omission in the course of study, was the want of Mathematical instruction. The young men did not advance beyond the simple rules of Arithmetic, and even vulgar fractions were above their attainment. He thought the importance of the subject would warrant the appointment of a separate instructor in science.

The General Committee expressed similar opinions in their letter to Government which accompained Dr. Wilson's Report. They observed that the education which the College afforded was of a circumscribed character, that the pupils were ignorant of the rudiments of mathematical science, and were wholly strangers to the body of English literature, and to the elements of composition and the principles of criticism. Much therefore remained to be effected, before they could be considered to have learnt all that might be taught them; and whilst their knowledge was of its present elementary character, there was little hope of communicating to them "that taste for letters, and interest in science, which would elevate their feelings and ameliorate their character." They admitted at the same time the superiority of the system pursued in the College to mere Native teaching in the oriental Colleges, in which so much attention was paid to the subtleties of scholastic disputation.

In January 1827, the Visitor, after a very minute and rigorous examination, was led to report favourably. In the senior classes, much attention had been paid to composition. A theme was usually written once a week, alternately on a historical and moral subject. He took the opportunity of again repeating, that it was of import-

ance that the studies of the pupils should be so directed as to make them more familiar with the whole body of English literature. Teachers and books were both wanting. He thought that a compendium of our best authors was required for the use of the senior students, analogous to the course of literature by La Harpe, only limited almost exclusively to English authors.

The Visitor's report dated January 1828 states that the first class had read a considerable portion of Pope's poems, and of the Vicar of Wakefield, the whole of Paradise Lost, and some of Shakspeare's Plays. In History, the only books they had read were the elementary compilations. In Algebra, they had gone over the elementary parts; with Geometry they were wholly unacquainted, and there was no one to teach them. It appeared to the Visitor, from a perusal of the essays and translations, that the pupils had acquired a creditable acquaintance with English. "But," he added, "I do not think it so perfect as it ought to be. Offences against grammar and idiom, are observable to a greater degree than could be wished. A great cause of this is, in my opinion, to be attributed to incompetent supervision, and I have reason to believe that inaccurate and unidiomatic phraseology, is rarely if ever made the subject of critical comment by the masters."

The Visitor, with just pride, contrasts the state of the College in 1828, with what it was in 1824 when he first became officially connected with it. In 1824 the College contained 107 pupils, of whom only 25 were pay scholars. The pupils on the foundation were now the same as then, "but the pay scholars were twelve times as numerous." He added that the difference in point of acquirements was still more remarkable. The first class was then reading Tegg's Book of Knowledge, and Enfield's Speaker; Arithmetic was scarcely taught at all, and the Rule of Three was the utmost limit of proficiency. He considered the fifth class now, to be fully equal to the first of that time. The acquirements of the classes above the fifth, were in general much superior to those of the first class of the earlier period, "whilst," he adds, "those of the present first class, admit of no comparison with anything yet effected by the College, and far exceed the expectations which I then expressed or entertained."

The General Committee considered the Visitor's report on the state of the College in the highest degree satisfactory, and that much of the progress which had been attained was due to his enlightened superintendence.

In 1829, the Visitor reported favourably of the continued improvement of the upper classes. During the previous year Russel's Modern Europe had been introduced as a class-book; the study of Geometry had been commenced, and the senior pupils had gone as far as the third Book of Euclid; and in Algebra, they had advanced to Quadratic Equations.

The foregoing remarks refer to the English department alone, in the first stage of its development. It is now proposed to advert briefly to the state of the vernacular department at the same period.

The Visitor's Report for the year 1826, states that there were 50 pupils studying Bengali. It is observed that the pupils were able to write more correctly in English than in Bengali. The parents were inclined to think it useless for their sons to study a language which they were accustomed to speak. Another difficulty was, "the perverseness of the Pundits, who have been accustomed to consider that no language has a Grammar, except Sanscrit."

The Report of the Bengali classes for 1828 is not satisfactory. The Visitor observes with reference to the Bengali and Persian classes, "It cannot be otherwise, so long as we have no other instructors than Moulvies and Pundits. The process of tuition is so tedious, that it demands the whole of the student's time, and the pupils of the Anglo-Indian College have little or no time to spare. Until, therefore, we can teach these languages through the medium of English, little good can be expected from their forming a part of the College course." The Visitor added, that he was inclined at last to adopt an opinion of the Natives, which he had hitherto been disposed to question, that the study of Bengali is only to be profitably prosecuted through the study of Sanscrit. At the same time, his view was not exactly the same as theirs. He was of opinion that a colloquial knowledge of the Bengali language, and correct composition in it on ordinary subjects, might be acquired without Sanscrit. But Bengali had no language for "reasoning, philosophy,

or science." He added that at the same time he could not recommend that the students of the College should attempt to acquire Sanscrit until it could be learned by "a less prodigal waste of time and labour than at present."

In 1829, the Report states that the Bengali class continued as ineffective as ever.

A class was formed in 1827, for the instruction of the senior pupils in Drawing. It was thought desirable, with a view to qualify them for employment. But it appears to have taken a less practical direction than was intended. In 1833, the Drawing-master was directed to teach surveying and plan-drawing, instead of ornamental drawing.

Enough has been said to convey some idea of the studies of the College, and of the progress made in the earlier period of its history. The following extracts from the Reports of Examiners for 1835 and some of the following years, will convey similar information in regard to the studies pursued, and the progress made by the students at a later period; affording also incidentally an insight into the mode of examination, prior to the establishment of scholarships.

Mr. Macaulay examined the first class in General Literature and Composition in 1836. The following is his Report:—

"I have to report to the Committee that I examined the first class of the students of the Hindu College, and that I was on the whole exceedingly gratified by the manner in which they acquitted themselves.

"I tried them in a very simple passage of Swift, and in another, much more complicated and artificial, from Cowley's Dialogue on Oliver Cromwell; I gave them also a passage, which none of them had ever read, from Shakspeare's King John.

"After they had been examined, I again called up two or three of the most advanced, and gave them passages of considerable difficulty from Lord Bacon's Essays. They all read with ease, and most of them with great intelligence. I asked them numerous questions about the writers in whose works I examined them, and about the subjects which these writers had treated. If I found them well informed, I prosecuted the examination further, and attempted to get to the bottom of what they knew of Western literature and history.

"The young lad Rajnarain Dutt, appeared to be well read in English Poetry, and answered questions about Shakspeare and Pope better than any of the others, but seemed to have paid little attention to other subjects.

"Indeed, I should be inclined to say that a disproportionate degree of attention has been bestowed on this branch of study, by almost all the students. They all had by heart the names of all the dramatists of the time of Elizabeth and James the first, dramatists of whose works they in all probability will never see a copy; Marlow, Ford, Massinger, Decker, and so on. But few of them knew that James the second was deposed. I have no doubt that Captain Richardson, who seems most zealous and assiduous in the discharge of his duty, will direct their attention hereafter to the graver as well as the lighter parts of English literature."*

In 1836, Mr. Trevelyan examined the third class, consisting of 34 students, in Literature, Composition and History, and reported as follows:

"I first examined vivâ voce, in Pope's Homer's Iliad. For this purpose I chose an average passage, from a part which had not been read, but I soon saw that it was not difficult enough to furnish a test of comparative merit. All except eleven, both read the passage perfectly well, and answered every question connected with it. On this I set on those students who had passed the first test, in the well known passage on the Queen of France in Burke's reflections on the French Revolution; and it was surprizing how well many of them read it, and how fully they comprehended the difficult metaphors contained in it. The young man to whom I have awarded the first place, explained promptly, and accurately, the expressions 'surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision,' 'decorating and cheering the elevated sphere she just began to move in,' 'enthusiastic, distant, respectful love,' 'cavaliers,' 'chivalry,' 'sophisters, economists, and calculators.' The only thing which he did not know, was what 'the sharp antidote against disgrace concealed in that bosom,' meant. He knew what an antidote was; and he understood that an antidote against disgrace, was something calculated to prevent disgrace. But what particular means of preventing disgrace were alluded to, he could not guess, nor indeed was it to be expected he should do so. It was wonderful that he was master of the difficulties of the passage, to the extent to which he was.

"In conclusion, I must notice what I conceive to have been the cause of the rapid improvement of this class, far beyond what could have been expected from their standing in the College. I attribute it mainly, to the use which the young men have made of the library attached to the College. It was obvious to me that boys who could so completely master a difficult passage from Burke, must have extended their reading beyond Goldsmith's History of England and Pope's Homer, but the answers to the Historical questions put the point beyond all doubt. These contained many facts

* This hint appears to have had the desired effect. Mr. Cameron, who examined the senior students in History in 1838, reported that "the answers exhibit a degree of historical knowledge, which is probably not inferior to that of any equal number of the same age in any English seminary."

and observations, which are not to be found in Goldsmith's Abridgment, and it became evident that many of the students had made themselves well acquainted with Hume, out of school hours. In my opinion, the superiority of the Hindu College over our other seminaries, is owing in a very essential degree to the good library attached to it, and I think nothing so well calculated to improve the youth under our care, as to improve in them a taste for general reading. Without this, their acquirements must be limited to what is learned in school, and those who are furthest, and those who are least advanced, are nearly on a par. I hope that good libraries will soon be attached to all our Institutions. Day school lessons seldom excite a desire for learning more, or in other words, they seldom excite a taste for reading; and even supposing such a taste to exist, it is difficult to see how Native boys at stations in the interior, are to gratify it, unless libraries are provided far them."

Mr. Millett, who examined one of the senior classes in Literature in 1841, made the following report.

"For the purpose of the examination I chose passages from Robertson's India, the Essay on Criticism, and Hamlet. Twenty-one students were examined on the first day, the remainder on the following; and in other passages, as nearly as I could select of equal difficulty, from Robertson's India, the Essay on Man, and Hamlet.

"The students were called up separately, and after reading the passages, their knowledge of the meaning of particular words and sentences, and of the historical allusions contained in them, was tried by a series of previously prepared questions.

"The pieces taken from Pope and Shakspeare were of some difficulty, and afforded a good test of the acquirements of the class in this branch of their studies.

"About half the class read with fluency and accuracy, and for the most part gave correctly the meaning of the words, the force of the epithets, and the sense of the metaphors they were called on to explain. In the historical allusions they were less successful; and few were able to give off hand the general scope of the passages."

Dr. Mill, who examined the senior students in Mathematics in 1835, observed that one of the students would have been higher on the scale, had he not chosen to occupy a great portion of his time in solving questions that were not asked. "It is evidently impossible" he adds, "to attach any weight to those questions in determining the place of the student, consistently with the principles on which it is necessary to conduct every examination of this nature, or in justice to the other students who properly confined themselves to what was before them."

Mr. Amos examined the senior students in Mathematics in 1839. The following is his report.

"I should state my opinion concerning the solutions of the Mathematical Problems proposed by me at the last examination, that they reflect great credit on the capacities and industry of the students; and that they indicate a system of tuition conducted by very able Professors. Having seen a great deal of Mathematical Examinations at the University of Cambridge, I am enabled to express these opinions with confidence.

"Such general proficiency in Mathematical studies promises at an early period, to lead extensively in this country to precision of thought and of conduct, and to a just appreciation together with the close investigation of every species of truth.

"The particular proficiency of some of the scholars, evinces that if they will devote a considerable portion of their time perseveringly to science, they may reasonably expect that they will enjoy the satisfaction of enlarging the bounds of human knowledge. It is obvious that by such means they will at once promote the common happiness of mankind, and benefit their native country in an especial manner, by the increased respect and sympathy which will thereby arise to it among all the civilized nations of the world.

"I will beg to add one word of caution to the scholars, who have so justly earned the prizes awarded to them. From experience gathered at the largest School and the largest College in England, I have observed that prizes conferred on boys and young men, very often make them vain and idle, and useless to society for the rest of their lives. I trust that, on the present occasion, the prizes distributed will produce no other feeling in the minds of the students, than of a proper confidence that in riper years, provided they abate nothing of zeal or industry, they may accomplish objects deserving of the gratitude of the community."

In the following year Mr. Amos again examined the senior students in Mathematics, and added to his report the following remarks.

"As a circumstance of some interest connected with the answers to the questions, it will be observed, that whilst so many Natives around us, have been bewildered and terrified by the recent eclipses, we have before us the diagrams and calculations of the youths of the Hindu College, explaining the causes of these celestial phenomena, and shewing the exactitude with which the times of their occurence, their duration, extent, and every remarkable circumstance connected with them, may be ascertained, previously to the event.

"But it is less to the advantages of physical knowledge, however the mind may thereby be enlarged and exalted, that I look, as the result of the Mathematical studies pursued at the Hindu College, than to the discipline of the intellectual faculties. I cannot but think, that the youths who have distinguished themselves, at the present Mathematical examination, must have acquired such habits of precise thinking as cannot fail to elevate them in the scale of rational beings, and in time, to overcome defects of national character, to which, of one kind or another, the inhabitants of all countries are subject.

"As on the last occasion, I cannot forbear to observe, that the distribution of prizes is frequently more productive of harm than of benefit to the successful candidates; but that this entirely depends on the effect which young men suffer them to have upon their own minds. They should regard prizes simply as inspiring them with confidence, that, by a continuance of unremitting industry, they may one day accomplish objects deserving the admiration and gratitude of that community, in whom, by their present success, they have raised hopes of their future excellence. Such hopes are often blighted by vanity, presumption, and indolence, which too commonly result from early reputation; but if the students will conquer these weaknesses, the prizes placed in their hands may satisfy them that there is every probability of their being able to realize the expectations which the public has formed."

Baboo Ramcomul Sen who examined in Bengali in 1841, reported that the senior students confined their attention solely to English, and had ceased to read Bengali for a considerable length of time. "In short," he says, "they appear to understand English better than their own language, to which they attach little or no interest in comparison with English."

The reports of late years are more favourable, in regard to the proficiency of the students in Bengali; though it is probably still true that they understand English better than their own language.

It would form a curious chapter in the history of the College, to trace the popularity of different branches of instruction at different periods. At one time an undue degree of attention seems to have been paid to metaphysical subjects. Dr. Bramley of the Medical College reported in 1835, that nearly all who were admitted to the latter Institution from the Hindu College, had their minds unsettled by metaphysical speculations. At another time, a taste for light literature predominated, to the neglect of the exact sciences, and even of the more solid branches of literature. There are several notices in the annual reports of the exact sciences being greatly neglected; and Mr. Macaulay, as we have just seen, pointed out in 1835, that a proper degree of attention was not paid to the graver parts of English literature.

Of late years exclusive attention to any one branch of instruction, has been generally discountenanced. It has been the wish of the Educational authorities, to impart to the students a sound general education. The scholarships are all awarded for general proficiency. Selection to the

Council's list of candidates for Government employment, is regulated on the same principle. The effect has been that the attention of the students is drawn to every part of the prescribed course of study, and that all undue bias in favour of particular branches is corrected. Nor has it been found, as a general rule, that those students who excelled in the lighter branches of knowledge, were disqualified from attaining success in others, when a sufficient inducement offered for overcoming the preliminary difficulties which make science at first difficult and disagreeable. It may, however, be doubted if it would not be better to leave it optional to the students, during the two last years of the course, to devote their attention exclusively to one of the great divisions of knowledge, either the literary or the scientific branch as they felt inclined.

With regard to modes of instruction, this is a matter that scarcely admits of regulation, and which must be left almost wholly to the taste and judgment of the Instructors. The Principal of the College reported in 1844, that the "Interrogative system," as it is called, was more or less followed in all the classes; by which it was not meant that the instruction was all question and no answer, but only that the pupils had questions put to them on the difficulties met with and on all points requiring especial notice in their lessons. It is also mentioned that as the students advanced to the higher classes, they became more capable of deriving benefit from instruction imparted in the form of lectures; and that this method was followed, to a considerable extent, in the subjects of Mental Science, Political Economy and General Literature. It was added, that in order to secure a thorough comprehension of the subject, and not a merely superficial acquaintance with it, the two methods were frequently combined, the lecture after delivery being carefully revised and the students minutely questioned on every part of it.

Section VII.

Funds, tuition fees, number of Students.

When the College was founded in 1816, there was a subscription fund amounting to 1,13,179 rupees, out of

which all expenses were paid. In 1823, this fund had diminished to 60,000 rupees, bearing interest for some time at 8 per cent. and afterwards at 5 per cent. About the year 1827, Messrs. Baretto and Co., in whose hands the money was deposited, failed. After a delay of two years, during which no interest was received, the Managers recovered 21,000 rupees out of the wreck of the estate. This was all that now remained of upwards of a lakh of rupees, originally raised for the support of the College by voluntary subscription.

In 1824, the monthly income of the College amounted to 840 rupees, made up of the following items:

Interest of the College Fund, ...	Rs.	300
Tuition Fees,.....		350
School Society's Scholars, ...		150
Godown rent, ...		40

At that time the income fell short of the expenditure. The Managers were compelled to apply to Government for assistance, which they obtained in the first instance to the extent of 300 rupees a month, and afterwards more. From that time, the Managers admit that the liberality of Government "knew no bounds." A building was provided and successive grants were made at the solicitation of the Managers, for the purpose of improving the Institution. In 1827 Government aid was afforded to the extent of 900 rupees a month, which had risen in 1830 to 1,250 rupees a month. Besides these regular monthly contributions, Government in 1829 made a large grant for the publication of English class books, and gave a further sum of 5,000 rupees to purchase books for the library.

In the mean time, the amount realized from tuition fees had also increased greatly. In January 1827, the monthly income of the College amounted to 2,240 rupees, of which 1,000 rupees came under the head of tuition fees. In 1830 the total monthly income had risen to 3,272 rupees, of which about 15,000 rupees were raised from tuition fees. After that time there was a gradual falling off in the receipts from this source for several years, the deficit being supplied by the increased liberality of Government.

The following is a detailed statement of the monthly income of the College at the end of 1833.

Government General Allowance,..... Rs.	600	0
Government Allowance for a Head-master,....	400	0
Government ditto for Lecturer on Natural Philosophy, ...	300	0
Government ditto for Professor of Mathematics,	300	0
Government ditto for Professor of History and Literature, ...	300	0
Government ditto for Professor of Law, ...	300	0
Government ditto for Stipends,.....	160	0
Government ditto for Contingent charges on account of N. P. lectures,.....	55	0
Tuition Fees, ...	800	0
School Society's Scholars,.....	150	0
Donation Scholars,.....	84	0
Interest on College fund of 21,000 rupees,....	87	8

At the beginning of 1835, the monthly income was 3,025 rupees, of which 2,200 rupees was contributed by Government, and the remainder derived from the funds of the College.

The monthly income and expenditure remained nearly fixed at this sum up to 1840, when the salaries of the Teachers were increased, and other improvements were introduced involving considerable expense. Since then, the annual charges have never fallen below 55,000 and have once or twice risen above 70,000 rupees. The average expenditure may be set down at 60,000 rupees a year, of which about one half is contributed by Government, and the remainder is derived from tuition fees.

Provision was made in the original rules of the College, for the admission of pay scholars. It was soon found, however, that the Natives preferred receiving instruction gratuitously to paying for it, and in January 1819, the Managers announced that from that date, the Hindu College should be a free Institution supported by the voluntary contributions of the Hindu community. School books were also supplied gratuitously.

In the latter part of 1824, when the want of funds was much felt for placing the College on a more efficient footing, the Managers looked to Government for aid. At the same time they determined to try whether some

assistance might not be derived from tuition fees, and the College made to some extent self-supporting. Accordingly the classes were again opened to pay scholars. The rate was fixed at 5 rupees a month for each pupil.

At the end of 1824 twenty-five pay scholars had been admitted, paying altogether 125 rupees monthly. In June 1825 the number of paying scholars had risen to 70, and the monthly receipts from this source to 350 rupees. It was remarked that now the readiness to pay schooling fees was strikingly contrasted with the reluctance formerly displayed, and which had rendered it necessary to abrogate the provision which originally existed for the admission of pay scholars. At the end of 1826, the monthly receipts from tuition fees amounted to 1,115 rupees, and two years later to 1,700 rupees. After this there was a falling off, occasioned partly by a temporary panic and partly by the commercial distress which existed at that time. At the end of 1833, the tuition fees had fallen off to 800 rupees a month. Since then there has been a gradual increase, until the sum annually raised from tuition fees in this Institution alone now amounts to 30,000 rupees.

The rate charged, continued for many years to be the same for all the classes both senior and junior. A fixed sum of 5 rupees a month was levied from all. A few years ago, it was determined to raise the fees in the higher classes. Since then, the rate has been 8 rupees a month in the College department, 6 rupees in the senior school, and 5 rupees in the junior school. It is to be observed, however, that a large proportion of the students of the College department are scholarship-holders, who pay nothing.

When the College was founded, and for about eight years subsequently, the number of students was limited to 100. The number actually in attendance during that period was somewhat under 100, of whom 30 were School Society's scholars, and the remainder free scholars. At the end of 1824 the number of paying scholars was 25, and the total number on the rolls rather exceeded 100. In June 1825 the number of paying scholars had increased to 70, at the end of the year to 110, and at the end of the following year to 223. The number of paying scholars continued to increase during the next two years.

At the end of 1827 the number was about 300, and in December 1828 it had increased to 336.

The Visitor did not anticipate any large increase. He supposed that between three and four hundred paying students were as many, as the Hindu population of Calcutta could supply, at the rate of 5 rupees a month for each. In fact after 1828 there was a falling off in the number for several years, at first slight, but in 1831 and 1832 more decided. After 1832 the number began again gradually to rise.

The falling off between 1829 and 1832 was supposed to be owing partly to the establishment of other schools, partly to the commercial distress which prevailed at that period, and partly to a panic among the Natives caused by a supposed interference with the religion of the boys, who, under the influence of Mr. DeRozio, were fast losing their respect for the venerable customs of their forefathers. The Managers considered it advisable to dispense with the services of Mr. DeRozio in 1831, after which the feeling of alarm gradually subsided.

Tabular Statement of Students and of tuition fees from 1835 *to* 1851.

Year.	Total number of Students.	Number of paying Students.	Tuition Fees. Rs.
1835–36	384	324	14,133
1836–37	440	388	19,310
1837–38	449	396	21,831
1838–39	475	419	21,560
1839–40	522	466	25,718
1840–41	562	507	29,531
1841–42	520	467	34,543
1842–43	497	436	31,249
1843–44	518	464	28,981
1844–45	498	448	29,505
1845–46	516	472	29,295
1846–47	510	463	33,545
1847–48	536	481	31,088
1848–49	557	503	31,805
1849–50	488	436	29,305
1850–51	471	410	27,316

The students of this College are all Hindus. The rules of the College prohibit the admission of either Christians or Mahomedans, and even of Hindus who do not belong to what are considered the respectable castes.

Section VIII.

General Remarks.

There is a Dispensary attached to the College, superintended by one of the passed students of the Medical College. The object at first was to afford medical aid gratis only to the students. The Committee have recently, with large-hearted benevolence, directed that medicines shall be dispensed and medical aid afforded also "to the wives and children of the students!"

The Native Doctor who has charge of the Dispensary, is also expected to grant medical certificates to the students when they are sick, with the view of preventing unnecessary absence. It cannot be said that much benefit has arisen from this arrangement, as certificates are usually obtained with far too great facility.

Some of the young men educated at the Hindu College come from distant parts of the country, from Assam, Vizagapatam, Patna and other places. It is observed that, generally speaking, those who come from a distance to prosecute their studies in Calcutta go wrong. Owing to the peculiar domestic arrangements of the Hindus, no proper superintendance can be exercised over them. They are apt to contract bad habits, such as smoking to excess, gaming and other vices. Some very painful instances of this have occurred.

A few years ago, two young men from Assam of the most promising character, and one of them of a most amiable disposition, were admitted into the College. For a time every thing went on well. They kept aloof from bad company, attended the College regularly and were in every respect patterns of good conduct. Ere long this fair prospect was changed. Left to themselves, with only a Native servant in the house who could not be expected to exercise much moral influence over them,

they sunk into idle and bad habits, which gave them a distaste for study and put a stop to their improvement.

It is to be regretted that none of the Native masters have ever attempted to establish a Boarding house for the accommodation, on moderate terms, of those students who come from a distance. Any one, with the proper qualifications, who took the lead in this object, would be sure to meet with encouragement from the Council of Education, and from all the Europeans attached to the College. Nor is there any reason to doubt that he would meet with a large measure of success, and that, while he benefited the public, he would also in a pecuniary way benefit himself.

The students of the Hindu College are all Hindus. No Mahomedans or Christians are admitted. In this respect the Hindu College is behind the other Institutions, with one or two exceptions, and the strange spectacle is exhibited of the rules being most exclusive, where education has been longest at work in undermining prejudices and in opening and liberalizing the mind. The General Committee have always regretted this exclusive character in what may be considered their finest Institution. But the Native Managers adhere with extreme tenacity to a rule framed in the infancy of English education, when Native prejudices were much stronger than they are now. They have it in their power to make a graceful concession to the known wishes of their European Colleagues, and ought not any longer to neglect the opportunity. They must be well aware, that the relaxation of this rule would not endanger the prosperity of the College in the smallest degree. So long as they persist in upholding an exclusive system, so long will they appear to be acting with narrow-minded bigotry, instead of being influenced by those enlightened views which might be expected in all who stand forth as the friends of education.

The Hindu College has met with decided success. For some years after its establishment, it was attended by a comparatively small number of pupils who paid nothing for their education. It now numbers 500 boys and young men, nearly all of whom cheerfully pay a tuition fee varying from 5 to 8 rupees a month. The aggregate yearly amount derived from tuition fees is about 30,000

rupees, or about 3,000 pounds sterling. This would be considered no contemptible sum even in England. Judged either by the amount raised from tuition fees, or by the number of young men who have been educated in it and have gone forth to act a useful part in the world, none of the other Government Institutions can be compared with the Hindu College.

But it must be remembered that there are many circumstances peculiarly favourable to this College. It is the oldest of the Anglo vernacular Institutions. It is placed among a wealthier class of Natives than can be found in any other part of India; and who are moreover in a very great degree emancipated from the common fears and prejudices of their countrymen, and are in a peculiar degree attached to our Government by the strong ties of interest. The large European population of Calcutta among whom English is the language of business and of familiar intercourse, the large number of Government offices and of private mercantile establishments in which accounts are kept in English, the social intercourse which subsists to some extent between European and Native gentlemen, are all strong inducements to learn English and all act with greater influence in Calcutta than in any other part of India. To be able to speak English, to read and to write it, is extensively useful, and moreover it is fashionable. It is no extraordinary thing to meet with numbers of the Hindu inhabitants of Calcutta both of the middle and higher ranks, who speak English with all the ease and fluency of a vernacular tongue; while thousands upon thousands of shop-keepers and of writers and assistants in offices, have a smattering of it sufficient for the purposes of buying and selling and generally of transacting business with Europeans.

Among the circumstances unfavourable to the progress of the College, but which has affected the prosperity of all the Institutions more or less, may be mentioned frequent changes in the educational officers of the establishment. Between the months of June and September 1847, about half a dozen changes took place in the College department alone. Each new incumbent had his favourite books, and to some extent his favourite system. Under such circumstances no real progress could be

made. The minds of the students were kept in a perpetual whirl, and it may be doubted if it would not have been better to have left the situations vacant, and to have allowed the students to employ themselves as they pleased during the above period.*

* This sketch of the Hindu College would be incomplete without some special notice of a very remarkable man, who was connected with it for several years as visitor and as a member of the Committee. This was David Hare, a most benevolent man, and a thoroughly disinterested friend of Native education. The following observations respecting Mr. Hare are found in the annual Report for 1836.

"The General Committee think it right to call the particular attention of Government to the merits of this benevolent individual. Of all who take an interest in Native education Mr. Hare was, they believe, the first in the field. His exertions essentially contributed to induce the Native inhabitants of the Capital to cultivate the English language, not as before to the slight extent necessary to carry on business with Europeans, but as the most convenient channel by which access was to be obtained to the science of the West. He assisted in the formation of the School Society and of the Hindu College; and he has year after year patiently superintended the growth of those Institutions, devoting to this object not a portion only but the whole of his time. He is constantly present as the encourager of the timid, the adviser of the uninformed, the affectionate reprover of the idle or bad. Disputes among the students are frequently referred to him, and he is often called upon as the mediator between father and child. The General Committee think he is entitled to some recompense from the public; and trust his Lordship in Council will take it into serious consideration, not only out of regard to Mr. Hare's claims, but also with a view to mark the light in which efforts like his, for the intellectual and moral improvement of the people, are considered by the Government of India. They think there will be no fear of establishing an inconvenient precedent. Few will be found, like Mr. Hare, to bestow years of unremitting labour upon this object without any expectation of reward, except what is to be derived from the gratification of benevolent feeling."

Mr. Hare was subsequently appointed a Commissioner of the Court of Small Causes in Calcutta, the duties of which office he continued to discharge up to the period of his decease on the 1st of June 1842. His appointment in the Court of Small Causes did not prevent his still devoting a large portion of his time to the Hindu College and the School Society's school, which he continued to visit daily. It was not in the way of direct teaching that he was useful. It was the manifest interest he felt in the work, in the exertions of the masters and in the progress of the students, mixing freely with the latter, hearing patiently what they had to say, joining in their amusements, and in particular cases giving them advice, always affectionately, and assisting them when it was in his power in obtaining situations, that made him so beloved and so useful. He

used also when they were sick to visit them at their houses, bringing medicine to them and taking a fatherly and affectionate interest in their welfare. On these occasions it is said even the Hindu women would lay aside their reserve, and consult him as they would a father or brother. They never doubted that the object of this good man, the object nearest his heart, was the real welfare of their children.

The writer of this imperfect notice, looking back ten years, can see Mr. Hare in his white jacket and old-fashioned gaiters, or, on great days when the Committee met, in his blue coat, gliding quietly into the College and finding immediately some object to interest him.

It has often been said that Mr. Hare, though so great a friend to education, was himself an uneducated man. This is not strictly correct. He must have received a good plain education. He was a man generally well informed. He spoke well, that is simply and to the purpose. He wrote a good certificate or letter. He had read some of our best authors. He might even have passed for a well educated man, but for his simplicity and sincerity which were natural to him and which raised him above the pedantry of learning. With the usual love of paradox, he was set down as an uneducated man friendly to education. It is far, however, from my wish to persuade any one that he was a man of extensive learning. He was chiefly remarkable for benevolent feeling, and this, beyond all question, he possessed in a very eminent degree.

The Natives have not forgotten David Hare. They followed him to his grave with tears and heartfelt sorrow. They have in various ways, since his death, shewn that they cherish his memory with affectionate gratitude. Among these, not the least interesting is the custom which they observe of meeting yearly on the anniversary of his death, when an appropriate address is read in which he is affectionately remembered.

CHAPTER II.

SANSCRIT COLLEGE OF CALCUTTA.

Section I.

Preliminary enquiries. Foundation and Superintendence.

It is observed by Lushington in his history of benevolent Institutions founded by the British in India, that in the year 1811 the subject of the decay of learning among the Natives engaged the particular attention of Government. With a view to remedy this evil, it was proposed to establish two Colleges for the cultivation of the Sanscrit language and literature, one in Nuddea and the other in Tirhoot, in both of which districts a large proportion of the population belonged to the Brahminical class.

No further steps appear to have been taken till 1821. In July of that year, Mr. H. H. Wilson submitted an elaborate Report to Government on the subject. He strongly recommended, more particularly with the view of securing efficient superintendence, that instead of two provincial Colleges, as had been proposed, one thoroughly efficient College should be founded in Calcutta. Government adopted his views, and in August 1821, Messrs. W. B. Martin, W. B. Bayley, J. C. C. Sutherland, and H. H. Wilson, were appointed a Committee for the superintendence of a Sanscrit College to be established in Calcutta, and for the purpose of adopting such preliminary measures as they might deem necessary. In the Resolution of Government passed on the occasion, the object of the Institution is thus described:

"The Committee will bear in mind, that the immediate object of the Institution is the cultivation of Hindu literature. Yet it is in

the judgment of his Lordship in Council, a purpose of much deeper interest to seek every practicable means of effecting the gradual diffusion of European knowledge. It seems indeed no unreasonable anticipation to hope, that if the higher and educated classes among the Hindus shall, through the medium of their sacred language, be imbued with a taste for European literature and science, a general acquaintance with these, and with the language whence they are drawn, will be as surely and extensively communicated as by any attempt at direct instruction by other and humbler seminaries. But though the means be different, the community of end must always be held in view."

It was also stated, that the Governor General in Council was satisfied that no Institution like that contemplated could be expected to flourish, without "the immediate superintendence and direction of an European officer." Only a nominal superintendence, it was observed, involves Government in the discredit attaching to the abuses incidental to Native management. It was desirable to place any seminary of the kind under a Committee, with a duly qualified secretary. So important did this object appear of superintendence by a duly qualified Committee and secretary, and the facilities for it were so much greater at the seat of Government than elsewhere, that this consideration alone would lead his Lordship in Council to select Calcutta as the place at which such an Institution should be established.

It was intimated that 25,000 rupees would be annually appropriated to the support of a Sanscrit College; and the Committee were directed to prepare a general plan or outline of the Institution.

Accordingly, the Committee took an early opportunity of submitting to Government a plan of the Institution. They proposed that the subjects of instruction should be separated into two divisions; the first embracing, Grammar, Poetry and Arithmetic; and the second division comprising, the higher branches of Grammar, Geometry and Algebra, Law and Logic. It was considered advisable that the period of studentship should extend to twelve years, each division of the studies occupying six years. The following extracts are taken from the Committee's Report.

"In the first instance at least, the instruction to be given will be confined to the sacred literature of the Hindus, as it is contained in compositions in the Sanscrit language. The reason for this preference is indeed involved in the establishment of the Institution, as

that is intended for the benefit of the Hindus, by whom no other system of education will be held classical, and, in the present state of their ideas, no other would be accepted.

"Although a Collegiate education does not commence in Europe with the rudiments of language, yet with reference to the neglect into which education of any kind has fallen in India, and the provincial peculiarities to which, where cultivated, the Sanscrit language has been subjected in Bengal, it will be necessary in the outset of the College to provide more fully than would otherwise be requisite for Grammatical instruction in the Sanscrit language. It is not proposed that youths of an earlier age than 12 should be admitted, and it may therefore be made a condition of such admission that they shall have acquired some knowledge of the elements of Sanscrit as taught in one or other of the popular Grammars.

"The rudiments of Arithmetic, of such essential utility in every situation of life, are rarely obtained by the most learned Brahmins, unless they devote themselves altogether to the study of Astronomy or more properly speaking, of Astrology. It will therefore be an especial object to supply this defect, and the attendance of at least one year in the early Arithmetical classes should be made compulsory on every student.

"At the expiration of six years, or earlier if qualified, the student may be at liberty to enter any other class or classes he pleases, for a future term of six years. It may sometimes happen that students may wish to enter at once upon the higher classes, and there seems to be no objection to the indulgence of such a desire provided they possess the requisite preliminary attainments."

It was observed also, that it is usual for the Hindus to restrict their ambition to one branch of literature. The contracted spirit thus formed was, the Committee understood, one of the evils which the Institution was designed to correct, and it must therefore be made obligatory on the students at the end of their Grammatical course to go through one of Poetry.

It was not considered necessary to include the Vedas among the subjects of instruction. There was a want of competent instructors, and the objections which would be raised on the part of the Pundits and students to any supervision by the Committee over that branch of study, was another reason for omitting it.

The Committee were of opinion that admission to the junior classes should, as a general rule, be restricted to those between 12 and 18 years of age, and that admission to the higher classes should be confined to young men between the age of 18 and 24 years.

Corporal punishment was on no account to be allowed. The person of a Brahmin was sacred, and must not be

touched with any instrument of punishment. Any attempt to circumscribe his privileges in this respect would, it was thought, give great offence and would lead to the withdrawal of many.

After the plan of the College was drawn out on paper, nothing further appears to have been done till October 1823, when the recently appointed General Committee of Public Instruction, to which the Special Committee of the proposed Sanscrit College had been united, recommended that the Resolution of Government passed two years before should be carried into effect. Government stated in reply that it was desirable to adopt preparatory measures without further delay, and authorized the General Committee at once to select a suitable house and to engage the requisite number of Pundits. Accordingly, Dr. Wilson and Capt. Price, the Secretaries respectively of the General Committee and of the proposed College, were directed to carry out these preliminary arrangements.

In December, Dr. Wilson and Capt. Price reported that they had found a suitable house, and had engaged the services of seven Pundits. Three of the Pundits had been employed in the Translation establishment, and were well known. Another had been in the service of Dr. Carey and was also well known. These four Pundits were all considered men of liberal and enlightened minds. The remaining three Pundits, though they were not so well known, were believed to be men of respectable character and acquirements. A competent Teacher of Arithmetic and Algebra could not at that time be met with.

On receiving this report the General Committee confirmed the selection of Pundits, and directed that they should be entertained from the 1st January 1824. They were desirous that a Teacher of Arithmetic should be appointed, as soon as a competent person could be found. It was also resolved that fifty Pupils should be selected from those who had applied for admission, who should each receive a stipend of 5 rupees a month. As many Pupils were also to be admitted as the Pundits could conveniently teach, if they were found qualified for admission, and were willing to accept instruction without the inducement of a pecuniary allowance.

All the preliminary arrangements having thus been completed, the College was formally opened on the 1st of January 1824. The total number of Pupils, when the first report was submitted a few weeks after the opening of the College, was 49. In the opinion of Dr. Wilson and Capt. Price, the feeling that pervaded the Pundits and Pupils was "all that could be wished," but both Pundits and Pupils, it was added, were evidently "new to discipline and unused to system."

In June 1824, the General Committee requested the permission of Government to increase the number of stipendiary students to 100, of whom not more than one-third should be fixed residents of Calcutta. It was also proposed, that the augmented allowance of 8 rupees a month should be given to stipendiary scholars in the higher classes. Both of these propositions were ultimately sanctioned. It was also determined to attach ten scholarships to the College, of the value each of 20 rupees a month.

For some years after the College was opened, the students assembled in a private house rented for the purpose. It was not till 1826, that they were removed to the new building erected at the expense of Government, in what is now called College Square. When the new building was completed, the students of both the Sanscrit and Hindu Colleges were removed to it; the former occupying the central building and the latter the adjoining wings.

It is curious to observe the precautions that were used at this early period, to prevent all communication between the two classes of students. The two contiguous buildings were separated by a wall surmounted by iron rails. It was thought that there would be no objection to "a common entrance." The two classes of students, the once born and the twice born, could not be prevented from breathing the same air and walking under the same sky. Similarly, they might be permitted to enter by a common gate, provided it were sufficiently wide for them to pass through it without coming into actual contact. But no further concession could be allowed. The central building must be fenced off and separated from the wings by a distinct enclosure, so as effectually to debar the students of the one Institution from entering within the precincts of the other. More especially was it considered

desirable that the "out-offices" should be perfectly distinct, in compliance with what was considered as "the most inveterate of Native prejudices."

It was, however, expected by the European gentlemen interested in the progress of the College, that the necessity for these precautions would only be temporary. Within the last few years, part of the enclosure between the two buildings has been removed, though not without giving considerable offence to the more orthodox party in the Sanscrit College.

When the College was opened, Dr. Wilson and Capt. Price recommended that the pupils should be generally of the Brahminical class. It was not, however, necessary, they thought, to pass any restrictive rule on the subject. It was most likely that few would desire to be admitted of the other classes, to whom Sanscrit Literature was an object of less importance. Though no express mention is made of any restrictive rule having been passed, it appears from the annual Reports that up to the year 1850, the privilege of studying in the College was confined to Brahmins and Vaidyas. Since then, it has been open also to Kayasthas; but none of the latter have as yet actually been admitted, on account, it is said, of the overcrowded state of the junior classes, which leaves no room for fresh admissions.

In 1821, it was determined that the superintendence of the proposed College should be vested in a special Committee, with a duly qualified Secretary on a salary of 300 rupees a month. The Committee, as has been already mentioned, was appointed; but in 1823, before it had an opportunity of exercising its functions, it was merged in the General Committee of Public Instruction. From that time to 1841, the immediate superintendence was vested in a European Secretary, subject to the control of the General Committee. Capt. Price was the first Secretary, and he, along with Dr. Wilson the Secretary of the General Committee, superintended the Institution during the early years of its progress. Capt. Price resigned, after having held the office for several years. Three other European secretaries were appointed in succession, each of whom held the situation for only a short period.

In 1841 Baboo Russomoy Dutt undertook the office of Secretary, which he held up to 1850. He received a

salary of 100 rupees a month, and was latterly aided by an assistant secretary.

The duties of the office have at no time been very onerous. In 1831 we find Dr. Tytler, who held a variety of other appointments, applying for the situation, and declaring that he could perform the duties with perfect ease. Baboo Russomoy Dutt likewise held, during his incumbency, another important public appointment, and could only devote a small portion of his time to the superintendence of the College. The fact is, that such superintendence was little if at all better than none.

In 1850, when Baboo Russomoy Dutt felt himself under the necessity of resigning, the Council of Education determined to abolish the office of Secretary, along with its appendage of assistant secretary, and to appoint a Native Superintendent who should be always on the spot and who could devote his whole time to the duties of the office.

Section II.

Course of study. Oriental Instruction.

It is now proposed to treat of the course of instruction, glancing first at the oriental studies, and then passing on to those branches of European knowledge which it has been considered desirable to introduce.

So far as regards the strictly oriental course of study, the College was from the first divided into two departments. In the junior department, Grammar, General Literature, and subsequently, the elements of Mathematics formed the subjects of instruction. The studies of the senior department embraced Law, and Logic.

The ordinary period of study was fixed at six years for each department. The full period of studentship was therefore 12 years, which was, in 1846, extended to 15 years. It must be observed, however, that students were formerly allowed to join the senior department at once, if duly qualified by literary proficiency. They were also permitted, on entering the senior department, to choose whether they would study Law alone, or Logic, or both.

Grammar. Captain Price, in his first report of the College dated July 1824, observed that instruction in Grammar was most urgently required. The preference given to other sciences, particularly to Logic, "attended with a corresponding difference in the value of the presents made to the Pundits" at funerals and public festivals, had, he said, thrown Grammar into the back ground, and few men of any merit, could be found who would condescend to give instruction in this neglected branch of study. He was desirous that Grammar should be encouraged to a greater extent, and that one or two more teachers should be appointed.

Accordingly, two additional Grammar classes were formed in 1825. In 1828 one of the grammar classes appears to have been abolished, which reduced the number to three. No further change took place till 1846, when a fourth class was formed. In 1847 a fifth class was added, and in 1850, owing to "the overcrowded state of the last class," a sixth was added.

It appears from the report of the superintending Pundit in 1851, that the Grammar styled Mugdhabodha is read in the four junior classes. This Grammar is usually considered a very difficult book. The author has studied hard to make it unintelligible. Only a faint glimmering of light, breaks through the compressed sentences in which the work is written. These solid sentences must be broken into smaller parts, by the ingenuity of the commentator or teacher, before they are in any degree suited to the capacity of the young. Yet this is the book which is put into the hands of boys, just beginning the study of a difficult language. With that false taste, or rather one may say, in that spirit of imposture which so often prevails where knowledge is confined to a few, a veil of obscurity is drawn over a simple subject, and almost insuperable difficulties are thrown in the way of the learner. As a matter of course, the young beginners learn the Mugdhabodha by rote, without understanding one word of it; and thus four or five years are spent without making any real progress in the language.*

But after studying Mugdhabodha, the subject is only,

* One of the Examiners candidly states, that the Hindu method of teaching Grammar "exercises the memory of the pupils with great efficacy."

as it were, begun. This treatise is regarded as only an introduction to Grammar; it embraces only a part of the comprehensive subject. Other Grammars remain to be studied, one of which is a collection of Sanscrit roots ingeniously linked together in Sanscrit verse. These must be committed to memory. What is the result of all this? What are the advantages derived from it? In the words of one of the Examiners, whose object it is to set forth the advantages of oriental learning, the students who have gone through a complete course of Grammar, "can enucleate without hesitation the most complicated phrases, in which an enigmatic turn and arrangement of words has been aimed at, according to a peculiar taste of Hindu writers."

This laborious and unproductive method of studying Grammar must give way, as similar plans have given way in Europe. It is a method adapted to the unworthy purpose of confining knowledge to a few, instead of diffusing it among many. The true test of proficiency in Sanscrit Grammar, should be the ability to speak and write the language with correct simplicity, and not to "enucleate" complicated phrases and construct complicated sentences.

In every European country where education has made any progress, the utmost pains is taken to remove every obstacle that lies in the way of the learner. Every thing is simplified and made easy, down to the very alphabet. Can any one doubt that this is the right method; or that if this rational method were followed in India, Mugdhabodha and Panini and similar profound treatises would be placed on the shelf, to be consulted only by veteran Pundits, and by students possessed of extraordinary talents and extraordinary zeal in the pursuit of knowledge? These profound treatises would, for the purposes of general education, give place to an easy Grammar written in the vernacular tongue, and explaining in the most simple manner the rules and peculiarities of the Sanscrit language.

General Literature and Rhetoric. The pupils pass from the Grammar classes into the class of General Literature. Here they read what are considered the standard Sanscrit poetical works, consisting chiefly of dramas and epic poems. Two years are usually devoted to this branch.

Promotions are made from the class of General Literature to that of Rhetoric. Besides certain works on Rhetoric and Prosody, the students continue to read in this class some standard works in Literature. The period of study was formerly one year. It has lately been extended to two years.

It is not easy for the uninitiated to determine what degree of proficiency is attained in these studies. We can only judge by the reports of the Examiners, which are frequently highly coloured; or when not highly coloured, are too frequently loose and general, conveying very little precise information.

Mathematics. This class has sometimes consisted of volunteers from all the other classes, except those in which Grammar is studied; and at other times has been composed entirely of pupils drafted from the classes of General Literature and Rhetoric. The period of study also, appears to have varied at different times from one year to three years.

The well known works Lilavati and Vija Ganita have from the first been used as class books. The former treats of Arithmetic and Mensuration, and the latter of Algebra. Both books are composed in Sanscrit verse, a style no way suited to the subject. The only effect of clothing the rules and examples in verse, is to increase the labour of the learner, and to make an eminently practical science an object of fanciful curiosity.*

* In 1833 the Examiner laments that the minds of the students "should be so cramped by the confined and absurd manner in which these sciences are treated in Sanscrit works."

Lilavati and Vija Ganita have been translated by Mr. Colebrooke. The two works are formed upon the same plan. First the rule is given for the solution of a particular class of questions, then an example, then the solution of the example. The rules and the examples are given, in the original, in stanzas of poetry. The following are specimens of the examples, with the exception of the metrical form. The first three are from Lilavati, and the last from Vija Ganita.

1. "Beautiful and dear Lilavati, whose eyes are like a fawn's, tell me what is the product of one hundred and thirty-five multiplied by twelve, if thou be skilled in multiplication by whole or by parts, whether by subdivision of form, or by separation of digits. Tell me, auspicious woman, what is the quotient of the product divided by the same multiplier.

2. "Tell me, dear woman, the cube of nine, and the cube of the cube of three, and the cube of the cube of five, and the cube roots of these cubes, if thy knowledge be great in the computation of cubes.

This class seems to have attained to a higher point of proficiency in 1832 and the two following years, than can be claimed for it either before or since. The report for 1832 states that the young men had been studying Lilavati, and had advanced to the square and cube roots, and that they were acquainted with as much of Geometry as is contained in that work. They were able to work the examples "with facility and correctness." In the report for 1833 it is mentioned that the solution of Mathematical Problems had been introduced; and in the following year it is stated, that part of Hutton's Course of Mathematics had been printed and was used as a class book.

In 1837 the General Committee were desirous of rendering the instruction imparted in this class more useful

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3. "Pretty girl, with tremulous eyes, if thou knowest the correct method of inversion, tell me what is the number which multiplied by three, and added to three quarters of the product, and divided by seven, and reduced by subtraction of a third part of the quotient, and then multiplied into itself, and having fifty-two subtracted from the product, and the square root of the remainder extracted, and eight added, and the sum divided by ten, yields two?

4. "Eight rubies, ten emeralds and a hundred pearls which are in thy ear-ring, my beloved, were purchased by me for thee at an equal amount; and the sum of the rates of the three sorts of gems, was three less than half a hundred. Tell me, auspicious woman, the rate of each, if thou be skilled in this computation."

There is not a little that may be fairly considered redundant in these examples. Let us suppose them to be, moreover, clothed in verse, and we shall be still more surprized at the superfluous art with which they are composed. If Arithmetic were designed merely to please the fancy, this form might perhaps be the best. But the real utility of the science, as every one knows, consists in its application to the business of life. It is for this reason, that it forms an indispensable branch of education all over the world. A redundant and poetical style, has only the effect of disguising this purpose, and of elevating what is practical, above the world into the regions of Fancy.

This style is not wholly unknown in old English works on Arithmetic; but it is very properly confined to one or two examples, and there is no mention whatever of "tremulous eyes."
The following may be given as a specimen:

> "Five times seven and seven times three
> Add to my age, the sum will be
> As many above six nines and four
> As twice my years exceed a score:
> From hence, sweet Sir, my age explore."

and practical, particularly by insisting upon instruction being given in Arithmetic, which hitherto had been almost wholly neglected. The zeal of the Professor, now relieved in a great measure from European superintendence, had been drawn away to the higher subjects of Astronomy and Astrology. The students were without a knowledge of the first elements of science, an ignorance which, the General Committee observed, disqualified them for the business of life, and for which no eminence in higher branches could compensate. In the following year, the Examiner reported that Arithmetic was no longer neglected.

My own recollections, which belong to a somewhat later period than 1837, tend to the conclusion that Mathematics, in all its branches, was very much neglected. Any one passing through the class-room, usually found the Professor doing nothing. He might be seen sitting for hours in his large arm chair, with his legs crossed and in perfect repose. There were never more than a very few students in attendance, and frequently not one.

Law. Menu's Institutes is the standard work on this subject. Other books on Law are also read, some of which treat of religious ceremonies and other matters which are only useful for particular classes of men, and which might be advantageously dispensed with in an Institution designed to afford a general education. The students are expected to remain in the Law class for about three years.

Logic and Metaphysics. The last branch of strictly oriental instruction to be noticed is Logic and Metaphysics, which, in Sanscrit works and in the Sanscrit system of education, go together.

From 1824 to 1835 students were allowed, on entering the senior department, to choose whether they would attend the Law class or that of Logic and Metaphysics. In 1835 this rule was changed, and the students were required to attend one of these classes for a certain period and the other class for the remainder of the course, attendance for a certain period in both classes being made compulsory. The usual period of study in this class is about three years.

The subject of Logic and Metaphysics, is treated very elaborately in the standard Hindu works on the subject.

Some of the most esteemed works, are so very profound as to be almost unintelligible. The obscurity sometimes belongs to the subject, which lies beyond the limits of our knowledge. It often arises also from a studied brevity of expression, by which useful knowledge is ingeniously concealed.

As might be anticipated, there is no remarkable unanimity among the advocates of this profound philosophy. Systems are attacked and defended with great zeal. There is much "throwing about of brains." It is sometimes found that a theory which the Pundit in one class-room is supporting, a Pundit in another class-room is refuting. One is reminded of the furious disputes between the Nominalists and Realists in the dark ages of Europe; which have happily all now passed away and given place to a more humble philosophy which, to use Locke's metaphor, does not attempt "to fathom all the depths of the ocean," and what it does know endeavours to place in the clearest light.

Bengali. A few words may be added in conclusion respecting the vernacular language. It was not till several years after the College was founded, that any attempt was made to convey instruction through the medium of Bengali. About the year 1830, the system began to be introduced, of requiring translations to be made from Bengali into Sanscrit and back again. The exercises at the annual Examinations, have frequently consisted partly of translations from Sanscrit into Bengali and from Bengali into Sanscrit. Sometimes this was varied by requiring the candidates to write essays in Bengali prose.

A further step was taken in 1838, by the appointment of a Teacher for the special purpose of giving instruction in Arithmetic, Geography, and History in the Bengali language, and according to the European method.

Section III.

Course of study continued. European knowledge.

The diffusion of European knowledge among the Natives, was one of the objects contemplated by Government in establishing the Sanscrit College. While the cultivation of Hindu literature was to be regarded as

the primary object, it was considered a purpose of still deeper interest to introduce gradually a knowledge of European literature and science.

Two means were mainly relied upon for effecting this desirable object. The first was the appointment of a Lecturer, who should impart instruction in Natural Philosophy to the students of the Sanscrit and Hindu Colleges in common. The second means was the formation of English classes, in which instruction should be given in the ordinary branches of European knowledge. To these may be added an attempt, on a small scale, to introduce amongst the Sanscrit students a knowledge of Medicine according to the European system.

Natural Philosophy. In the early part of 1823, a philosophical apparatus was sent out by the British India Society in London for the use of the recently established Hindu College, on condition that the Managers should appoint a Lecturer. At that time the finances of the College were far from being in a flourishing condition, which put it out of the power of the Managers to appoint a well qualified Lecturer. An arrangement was therefore entered into with the General Committee, by which the philosophical apparatus was made available for the instruction of the senior students of the Sanscrit College along with those of the Hindu College, on the understanding that a competent Lecturer would be provided by Government.

Dr. Wilson and Capt. Price expressed themselves with some reserve, as to the expediency of starting with any extensive plan for giving instruction in European literature and science. They thought it would be premature to offer any decided opinion; it would be better to wait until the College was established, when it would be easy to determine "where and by what means the branches of European science might be most successfully grafted on the original stem." At the same time, they were not unfavourable to the proposed lectures on Natural Philosophy.

Shortly afterwards the General Committee took the subject into consideration. The result of their deliberations will be seen from the following extracts from a report submitted to Government.

"To the measure proposed by Government of so far combining

the Sanscrit and Hindu Colleges as to give them jointly the benefit of Philosophical instruction, we conceive there cannot be any objection, and we are disposed to anticipate from the measure advantages of the most important description, particularly as regards the Sanscrit College. The diffusion of sound practical knowledge amongst the able and respectable individuals of whom its members will consist, of men who by their Brahminical status as well as by their learning exercise a powerful influence on the minds of every order of the community, cannot fail to be attended with beneficial effects.

"The chief advantages are, that as the connection will be effected in an unobtrusive manner, it will not be likely in the first instance to give any alarm to the prejudices of the Brahminical members of the College; and as it may be expected to become attractive by its own merit, it is probable that with proper regulation it will spontaneously ripen into intimate association. The union of European and Hindu learning being thus quietly effected in one case, it will hereafter be comparatively easy to carry the combination into other departments, and the improved cultivation of science and literature may be thus successfully and extensively promoted."

These lectures were commenced in July 1824. But the Sanscrit College never derived any benefit from them. They were delivered in English, and none of the students possessed that knowledge of English that was requisite to understand them. Their advantages were, both at first and subsequently, confined exclusively to the Hindu College. The project of introducing European knowledge into the Sanscrit College by means of lectures on Natural Philosophy, must be regarded as a complete failure.*

Medical Class. In 1826, the General Committee deemed it desirable to form a Medical class, in compliance with the wishes of a portion of the students. They were of opinion that some of the Sanscrit works contained useful information. It was also hoped that European elementary works might gradually be introduced in the form of translations. The class was subsequently formed and placed under the charge of Dr. Tytler.

Dr. J. Grant was appointed Anatomical Lecturer in 1831. His report for 1832 is interesting, and a short

* At one time an attempt was made to communicate some knowledge of Natural Philosophy through the medium of the Bengali language; but apparently not with much success, as we find the Examiners reporting in 1839 that the pupils shewed little zeal and would prefer being instructed in that science through the medium of English.

extract from it will be the best means of conveying some idea of the state of the class.

"The students of the Medical class having attained a respectable knowledge of elementary Anatomy and Physiology, as far as the means at our disposal permitted consistent with Native prejudices, the next point of importance was to give them some correct notions of European Medical and Surgical Practice. Although the senior class had undergone a course of lectures on the Practice of Physic, it soon became obvious that mere dry details, without direct personal reference to the phenomena of disease at the bedside of the sick, could make but a very fleeting impression on the minds of the students. It was felt, in short, that a Hospital of some kind was absolutely necessary for the proper instruction of the students."

He then reports that a small Hospital had been opened about a year previously, capable of accommodating thirty patients,—a small number, but which might be considered sufficient for the purposes of instruction, offering as they did a great variety of disease. The students had had the opportunity of practising, under the superintendent's eye, bleeding and opening of abscesses, the dressing of sores and cuts, and the weighing and compounding of medicines.

In 1834, the General Committee desired Dr. Tytler to report "whether it would be expedient to confine the medical instruction to English lectures, and to adopt for class-books solely English treatises, discarding Sanscrit medical books altogether." Dr. Tytler was very far from recommending any such innovation. He was decidedly of opinion that it would be inexpedient to discard the Sanscrit medical books. The discussions which arose on this subject, eventually led to the foundation of the Medical College of Calcutta, in which all minor efforts were absorbed.

English Classes. The last means proposed for introducing European knowledge, was the establishment of an English class. In February 1826, the Secretary to Government addressed the General Committee on this subject as follows:

"I am desired to take this opportunity of stating to the Committee the anxiety of Government that early measures should be adopted for establishing the English class, which it has always been proposed to attach to the Government Sanscrit College. That Institution having now acquired stability and reputation as a seminary of Hindu literature, the annexation of the English class cannot, it is

presumed, interfere with the regular course of study therein pursued, nor diminish its credit in the estimation of the learned Hindus; whilst its future intimate connection with the Hindu College, on the removal of the students to the new building, will be highly favourable to the success of the proposed experiment."

An English class was formed in 1827, and a separate grant made to defray its expenses. When the class was opened, forty pupils joined it, all of whom had to commence the alphabet. In 1830 the number of pupils learning English had doubled. Two years later the number had fallen off somewhat.

At that time, the period allowed for learning English was an hour and a half daily. The scholars were divided into three classes, under the charge of a European Head Teacher and a Native assistant Teacher. The junior classes were learning Reading, Arithmetic and Grammar. The pupils of the highest class are said to have possessed a thorough knowledge of History and Geography, and they translated correctly from Bengali into English and from English into Bengali or Sanscrit.

The practice of translating pieces of English prose into Sanscrit was continued for some time. In the opinion of the Secretary, this was one of the most efficacious means of communicating to the students "sound ideas" of science.

In 1835 the English department was abolished, and the funds which had been set apart for its support were transferred to the College of Agra. The General Committee stated that the abolition of the English class had not been determined on "until it had been established by the result of a long trial that it will not answer, as a general rule, to teach two learned languages to the same students in this country." They stated that the period allowed for study was shorter here by two or three years than it is in Europe, and that the attempt to teach two such languages as Sanscrit and English "is to give the student a smattering of both without a competent knowledge of either, to overload the mind with words without leaving time for the acquisition of that knowledge as a medium for the acquisition of which these words are alone valuable." It was added that a similar attempt at the Mahomedan College to teach Arabic and English, had ended in total failure.

After continuing suspended for about five years, the English class was again revived, in accordance, the Reports add, "with the wishes of the Court of Directors, and of the Government of India. and of a large majority of the students." It was determined that the time allowed for learning English should be two hours daily, which was about the time devoted to vernacular instruction in the junior classes of the English seminaries. These two hours a day were abridged ere long to one hour a day, which is obviously quite insufficient for the acquisition of a foreign language. Accordingly, the pupils never appear to have advanced far, or to have gained more than a very limited knowledge of English. There is a junior English scholarship open to competition, but the acquirements of the most proficient pupils have invariably been found to fall far short of the standard for gaining it, and, of late years, none has ever even ventured to compete.

In 1843 there were 85 students learning English. The number then gradually diminished for several years. In 1848, it rose rapidly to 118. In 1850, it was only 51.

High hopes were entertained of the advantages which might be expected, from introducing into the Sanscrit College a knowledge of English. Mr. Lushington, in his work published in 1824, dwells with satisfaction upon this prospect. "Although," he says, "it be the immediate object of the Institution to cherish Hindu literature, yet it is not unreasonable to hope that such pursuits, fostered by European encouragement, may awaken curiosity to more enlightened studies, and tend by the gradual diffusion of European information to the promotion of European learning and sound morals."

In a similar spirit, the Examiners report in 1843 that there is reason to believe that the Institution will by means of its two departments, Sanscrit and English, educate men "eminently fitted to become connecting links between the European and the Hindu, and worthy channels of conveying a knowledge of the one to the other."

These hopes have certainly not yet been fulfilled. The pupils obtain only a slight and imperfect knowledge of English, by no means sufficient to enable them to appreciate the beauties or even to understand the plain sense of English authors.

At one time it was the practice to allow the pupils to learn English, only after they had acquired a competent knowledge of Sanscrit. The most promising were then allowed to learn English, as a special favour and reward. When it was found that they did not make that progress that was desired, the cry was raised that they did not begin early enough. The practice of late years has been for the pupils to commence English simultaneously with Sanscrit. This plan is found to succeed no better. The superintending Pundit, in his last report, draws a gloomy picture of the confusion, irregularity and small progress attending the present system; and he advises that the former plan should be tried again, none being allowed to commence English until they have made considerable progress in Sanscrit.

Section IV.

Funds. Number of Students. General Remarks.

A separate grant of 24,000 rupees a year was made to this College, under orders dated 23rd July 1824. The Secretary seldom omits to mention in the annual report, that the finances of the Institution are in a flourishing condition; by which it is to be understood that the full amount of the Government grant has not been drawn. The expenditure seldom rises above 20,000 rupees annually.

In July 1824, the total number of students on the roll was 73, of whom 50 were stipendiary students. The number increased steadily for the next ten years. In December 1833, the total number of students was 190, of whom 83 received stipends. In the following year the number of stipendiary students had increased to 97, but the total number of students on the roll had somewhat diminished; and in the following year the falling off was still more considerable.

Tabular Statement of Students from 1835 *to* 1851.

Year.	Total number of Students.	Number of paying Students.	Tuition Fees.
1835-36	135	0	0
1836-37	122	0	0
1837-38	122	0	0
1838-39	130	0	0
1839-40	111	0	0
1840-41	117	0	0
1841-42	118	0	0
1842-43	150	0	0
1843-44	140	0	0
1844-45	189	0	0
1845-46	262	0	0
1846-47	226	0	0
1847-48	273	0	0
1848-49	268	0	0
1849-50	281	0	0
1850-51	299	0	0

The students who attend the Sanscrit College are all Hindus.

An important change has lately been made in regard to the holidays allowed. Formerly the College used to be closed on certain lunar days, which occurred about once a week. To compensate for these holidays, the College was open on Sundays. These lunar holidays have recently been abolished, and the Sanscrit College is now, like all the other Institutions, regularly closed on Sundays. The reason assigned in the annual report for this change is remarkable. The custom of attending on Sundays, it is said, "entailed many inconveniences on a number of students residing at a distance." It is to be observed that the Pundits and students are all Hindus, who do not consider themselves under any obligation to remember the Sabbath day and to keep it holy.

For a number of years, pupils were not eligible for admission until they were 12 years of age. They might be admitted at once to the higher classes, if they possessed the requisite degree of knowledge. It appears to have been intended that they should in every case have received a certain preparatory education before being admitted,

and that they should come to the College to finish, not to begin, their education. This object has not of late years been kept in view. The number of Grammar classes has been greatly increased, into which young boys are admitted who are unacquainted with even the rudiments of knowledge.

In 1837 the General Committee observe, apparently with regret, that most of the pupils were "mere children or boys." This is still true of the pupils of the Grammar classes; but of those attending the other classes, the greater number are advanced considerably beyond the age of childhood. As an elementary knowledge of Sanscrit can be so easily acquired outside the Institution, many of the Brahmins considering it a pious duty to communicate instruction in their sacred language, it is to be regretted that admissions have not lately been regulated more in accordance with what appears to have been the original design.

The General Committee, in their first report to Government dated January 1824, hope that the Institution "both in its immediate and indirect operation, in the incitement it will give to general study and the facilities it will offer to individual acquirement, will afford great encouragement to Hindu literature, and will raise the character as well as extend the knowledge of those classes by whom it is possessed in Bengal."

We may now, after the lapse of nearly thirty years, be permitted to ask if these expectations have been fulfilled. It must, I fear, be admitted that only a small part of the advantages anticipated have been realized. It is not known that the Institution has to any considerable extent given an impulse to general study, or afforded much encouragement to Hindu literature, or has had any decided effect in extending the knowledge and elevating the character of the students. It is also remarkable that, so far as can be perceived, there has been but little progressive and continued improvement in the Sanscrit College from the time of its foundation. If we compare its state thirty years ago with its state now, it will be found that it has not advanced much in any respect. Nearly the same books are read, the same subjects studied, the same degree of proficiency attained as at first. It may even be said that in some branches, particularly

in Science, the students were more advanced twenty years ago than they are at present. The attempt to introduce European knowledge has proved a complete failure. Even as regards the number of pupils, the only increase that has of late years taken place has been in the junior classes, where the subjects of instruction are only elementary reading and grammar. It is stated in the annual reports for the last few years, that owing to the great "influx" of pupils, a fourth, a fifth, and finally, a sixth grammar class were successively formed, and the inference meant to be drawn is, that the Institution is in a highly prosperous and flourishing condition. But the increase has taken place at the wrong end. When the College was founded, instruction was allowed to be given in the rudiments of knowledge, on account of the neglect into which all education had fallen in Bengal. It was hoped that the Institution would soon outgrow this infant state, and become, what it was designed to be, a College in the proper sense of the word. But so far as yet appears, instead of a school growing into a College, we have only had a College declining into a school.

One of the improvements most needed, is to place the College in all matters of discipline directly under the European Principal of the Hindu College. The two Institutions, which may be said to be under one roof, should undoubtedly be placed under one superintendence. Until this is done, the one Institution will be a thorn in the side of the other. For years past the noise in the Sanscrit department has at times been so great, more especially at such times when quiet was most needed, as to drown the voice of teacher and students, and to put a stop to all work, in the senior classes of the neighbouring College.

CHAPTER III.

MAHOMEDAN COLLEGE OF CALCUTTA.

SECTION I.

Foundation and Superintendence.

THE Mahomedan College of Calcutta, or, as it is usually styled, the Madressa, was founded in 1781 by Warren Hastings, who provided a house for it at his own expense. Lands were assigned for the support of the Institution, yielding an annual revenue of about 30,000 rupees.

The foundation stone of a new building, erected from the surplus funds of the College, was laid in July 1824. The building was completed in 1827, and the whole establishment was removed to it in August of that year. The old edifice was found to be unsuitable in several respects. It was in a part of the city that afforded, in the opinion of some of the friends of the Institution, facilities for dissipation and immorality. The new building is situated in Wellesley Square, in the south-eastern quarter of the city and in the immediate neighbourhood of a large Mahomedan population. There is reason to fear that the new site, is not altogether free from the objections which attached to the former. The building itself, however, is both handsome and commodious. Part of the upper story is occupied by the Moulvies, ten of whom had comfortable quarters there in 1841.

The Madressa was at first placed under uncontrolled Native management. Lushington notices the apathy and neglect of the Natives at the head of it, and the great want of European supervision. He adds that the studies of the College became nominal, "and its ample resources were dissipated among the superior and subordinate drones of the establishment."

These irregularities attracted the attention of Government in 1812, in consequence of which some improvements were introduced. But, according to Lushington, the fundamental evils inherent in the system remained untouched, and the Institution continued for many years afterwards "wholly useless for purposes of general education." It was not till about the year 1820, that an energetic effort was made to correct some of the most prominent defects. At that time a European Committee was appointed, with an active and well informed Secretary to act as Superintendent of the Madressa. Dr. Lumsden officiated as Secretary in 1822 and in the early part of 1823. In July 1823 he was permanently appointed, on a salary of 500 rupees a month. He held the situation up to December 1831, with acknowledged advantage to the Institution.

On taking charge, Dr. Lumsden reported that the discipline of the College had fallen "into a state of great relaxation." Some of the Teachers were in the habit of suspending their lectures without leave, and with little chance of detection "since nobody was disposed to give information of the fact." The Head Moulvy had systematically opposed every attempt at reform. He counteracted, openly or secretly, the operation of the Rules, and opposed every order of the Secretary as an encroachment.

Dr. Lumsden immediately directed his attention to the strict enforcement of the Rules. Having other duties to attend to and being only able to visit the College occasionally, he procured the appointment of a Native assistant, who was expected to be always present to observe everything, and to report to him every occurrence which took place. The plan appeared for a time to work well. The Secretary was persuaded that no considerable irregularity or inattention to Rules, could occur without his knowledge.

In 1823 the distinct Madressa Committee was absorbed in the General Committee of Public Instruction; and the Secretary henceforward acted under the orders of the latter body, or, as was the case for some years, under a Sub-Committee of it. These arrangements continued without any material alteration up to a very recent period.

In 1850 the particular attention of the Council of Education was drawn to the state of the Madressa. After

a protracted and careful investigation, the Council submitted a report to Government to the following effect. After mentioning the failure of the plan of placing the Madressa exclusively under Native management, which rendered it necessary to appoint a European Secretary, the Council observed as follows:

The functions of the Secretary were more those of a Visitor than of the Head of a College, as he took no part in the duty of instructing, and only occasionally visited the College. The Secretary was almost entirely dependent upon his Native assistant for his knowledge of the internal economy and condition of the Institution, "and consequently he knew just as much as it was considered expedient to make him acquainted with."

The absence of a European officer deprived the College of the energy and activity that would be imparted to it, were all working immediately under his personal observation. The only occasional presence of the Secretary, was not sufficient to prevent the substitution of fictitious muster rolls of students. One of the Arabic Professors and the English Librarian practised as Hakims, and were scarcely ever present in the Madressa. There could be no doubt that the monthly returns of attendance in the Arabic department, were quite unworthy of trust. The presence of the whole class was usually exhibited, with no allowance for sickness and other unavoidable causes.

In addition to all this, there had not, the Council believed, been the slightest advance since the time of Warren Hastings, "either in the system of instruction pursued, or in the amount of study accomplished."

The Council were of opinion that instead of a Secretary, the Madressa should have placed at its head a European Principal, with duties and responsibilities similar to those in the other Colleges, "with the exception of teaching a class."

The suggestion contained in the last paragraph was carried into effect, and Dr. Sprenger, a distinguished Arabic scholar, was appointed Principal.

Section II.

Improvements recommended in 1823. *Preparatory School. Employment of students.*

On the 30th May 1823, the Madressa Committee submitted an elaborate report on the state of the College, containing important suggestions for the promotion of education and for the improvement of this particular Institution. The most important suggestions were as follows:

That with the view of rendering the instruction given to Mahomedan students more perfect, and of providing against existing defects in the means of instruction from the want of public schools as well as of any regular system of private tuition, a Preparatory School should be formed in connection with the Madressa, for the admission of pupils of 10 or 12 years of age, the most proficient of whom should subsequently be transferred to the College after having attended the elementary school for four years:

That for the purpose of encouraging the literary objects intended by the Madressa and other public seminaries, as well as for rendering the qualifications of persons educated in these seminaries available for the public service in certain offices for which they might be considered better qualified than others, a preference should be given in filling up situations to educated candidates who had received Certificates of qualification and good conduct; at the same time not excluding from the situations referred to, either those who then filled them, or others who possessed the requisite qualifications without having been educated in a public seminary, provided such fitness were duly ascertained by a certificate founded upon a public Examination:

That means should be adopted, for introducing into the course of study of the Madressa the more useful branches of European knowledge.

These important questions were referred by Government, in July 1823, to the recently formed General Committee of Public Instruction. A slight abstract will now be given of the sentiments of the General Com-

mittee, on the first and second of these questions. An opportunity will occur hereafter, of explaining their sentiments on the last question.

Mr. Harington stated that the old Madressa Committee had admitted that the education of the young men who passed through the Institution was imperfect, and were of opinion that this was owing, in a very great degree, to the defectiveness of the elementary education given to the students in early youth. Dr. Lumsden, the acting Secretary of the Madressa, had recommended the establishment of a Preparatory school to supply this defect. The Madressa Committee, without expressing any decided opinion, were evidently in favour of the measure. They even went so far as to say, that if elementary schools were established under the direct patronage of Government in each district, "the measure would be advantageous, as extending the benefit of the higher establishment more generally through the country, besides being otherwise beneficial."

Mr. Harington supposed that the members of the General Committee, were not called upon to consider the expediency of establishing elementary schools in each district. The expense of so large a number of elementary schools would be very great. He then added, "But as we have only one Mussalman College at the charge of Government for the whole country, as it appears evident from the facts and circumstances brought forward by the Secretary, and confirmed by the late Committee of this Institution, that a Preparatory school to be immediately connected with it, would essentially contribute to its efficiency, and as the necessary expense, whatever it might be, would not include any addition of charge for European superintendence, I have no hesitation in stating my sentiments to be in favour of the school proposed, if the funds at our disposal which can be appropriated to this purpose will admit of it."

If a just regard to economy in appropriating the funds forbade the institution of a distinct Preparatory school, Mr. Harington was of opinion that it would be advisable to adopt the alternative suggested by Dr. Lumsden, "to receive students into the Madressa at the age of 12 years, and by allowing them to continue their studies for 8 or 9 years instead of 7 (the period to which they are at pre-

sent restricted) to give them time and opportunity to acquire in College the full advantages of a complete Arabic and Persian education." The junior classes would thus form, in reality, a Preparatory school.

This second alternative was eventually adopted. Pupils were admitted at an earlier age, and received for the first few years elementary instruction in reading and grammar; the junior classes thus taking the place and serving the purpose of a Preparatory school.

With reference to the course of study, Dr. Wilson observed that the plan of the Preparatory School proposed three classes; one for reading the elementary Persian books; one for the higher Persian books; and the third for acquiring the elements of Arabic. To these might be added a fourth class, for the further acquirement of Arabic literature as contained in the books now read in the College.

After passing through the preparatory course, the pupils were to be promoted to the College, where they would study Law and the higher branches of science. Of the four Professors of the College, Dr. Wilson proposed that two should be allowed to teach Law, another the Mathematical sciences, and the other such sciences as the Mahomedans value most, as for instance, Logic.

Dr. Wilson thought that according to the plan adverted to, 180 pupils (100 in the Preparatory School and 80 in the College) would be educated more efficiently, and on a more liberal and expanded scale, than 80 had been hitherto.

In April 1823, Dr. Lumsden drew attention to the object of appointing students of superior merit to the public offices. He observed that he had heard it remarked, that we do enough by giving the students a good education, and are not called upon to grant them a preferable right of selection for public employment, since that measure might lead to the exclusion of merits and acquirements greater than their own. "But," he added, "under any plan that may be adopted, the field of selection will of course be left open to the merits of all, who may found claims to office on the extent of their acquirements proved by the result of a public Examination; and the decision of the question need not, and would not be affected, by any reference to the place of education. The object is to

make office the reward of superior acquirements wherever they are found; and the motive is not to confer a boon on the students, but to improve the administration of the public service by securing for the future a supply of Native officers having higher qualifications than those now employed. If such a plan can be carried into effect, it will of course operate as a most effectual stimulus on the industry of the students, and therefore acquirements of the highest order may very reasonably be expected from them. But the advantage to the state will be still greater, in the devotion of those acquirements to its service; and it is this advantage, not the interest of the students, which has any claim to public consideration." Dr. Lumsden's views on this subject were embodied in the annual report of the Madressa, which was sent up to Government on the 30th May, 1823.

In forwarding the annual report of the Madressa for the consideration of the General Committee, Government observed that among the questions of a general nature adverted to, "none are of more serious importance than the consideration, in communication with the principal Judicial and Revenue authorities, how the acquirements of the students at the different seminaries can best be rendered available for the benefit of the public, and again, how the constitution of public offices and the distribution of employment, can be made the means of exciting to study and of rewarding merit."

This question was fully considered by the General Committee. Mr. Harington confessed that he felt great difficulty in forming a clear opinion on the question. With regard to the particular situation of Law officer, he was inclined to think that the following plan might be adopted; that students who obtained Certificates of qualification at the annual Examinations, should be considered candidates for the office, and be continued on the College establishment on a fixed allowance, until such an appointment could be conferred upon them, giving their assistance, in the meantime, in teaching the students or in such other duties as might be assigned to them. Such a provision, restricted to eminent scholars, would, he thought, operate as the strongest incitement to study, and to the attainment of the requisite qualifications for the responsible station of Law officer. He added that as the Sudder Court

had in all cases the ultimate confirmation and appointment of the whole of the Law officers attached to the Company's Courts, it should perhaps be left to the Judges of that Court to determine whether the Certificate of qualification produced by the candidate was sufficient, and if not, to nominate a Committee of Examiners for the further ascertainment of his qualifications. He concluded by saying:

"In the present state of our public Seminaries, Mahomedan and Hindu, as far as I am acquainted with them, I do not think it would be proper to restrict the selection of Law officers to persons educated at such Seminaries; nor do I see the policy of giving this superadded and exclusive privilege to those who have been gratuitously or liberally assisted with the means of a public education. If their qualifications are higher than those of other candidates for the office, they ought to have a preference. But if not, it is equitable and advantageous to the public service, that persons who have received a superior education should be preferred to them.

"It may be difficult, in some cases, to determine prospectively to whom such Certificates should be granted. But all persons educated at a public Seminary should of course on quitting, after undergoing the prescribed Examination, receive a Certificate of their proficiency in whatever may have been the subjects of their studies, as well as of their general conduct during the period of their attachment to the Institution. It is probable that the Certificates so granted, would in all instances enable the Sudder Dewanny Adawlut or the provincial Zillah or City Courts, to whom application might be made for a public office, to judge whether the education of the candidate and his ascertained proficiency be such as to qualify him for the duties of it. If not, a further examination might be specially directed by the proper authority, as already suggested. When the candidate may not have been educated at a public Seminary, and may not have obtained a Certificate founded upon a public Examination from the superintendents of any such Institution, it may not be easy to prescribe a general rule that would be applicable. But it might be provided that the Court having the nomination to the vacant office, should appoint a Committee of competent Examiners to ascertain and certify the qualifications of the candidates; subject to a second Examination, if deemed necessary, by the superior Court authorized to confer the proposed appointment."

It appears from incidental allusions in Mr. Harington's minute, that by a Regulation of the year 1814 having reference to Pleaders, the presiding officers of the Courts were required "to give the preference to candidates who may have been educated in any of the Mahomedan or Hindu Colleges established by Government, provided that such candidates are in other respects duly qualified." Mr. Harington was of opinion that the principle of the rule,

might be extended to candidates for the Judicial office, provided such preference should not be construed to exclude candidates of superior qualification, who had obtained Certificates after a public Examination, though not educated in a public Seminary. It did not appear open to any serious objection, and he thought the observance of such a rule in the appointment of Law officers generally, would tend essentially to promote the objects contemplated by Government, that the acquirements of the students at the different Seminaries should be rendered available for the benefit of the public, and that the constitution of public offices and distribution of employment should be made the means of exciting to study and rewarding merit.

Along with these questions of a general character which were discussed in 1823, the General Committee had at the same time under their consideration other questions of more confined interest. One of these was the assigning a distinct branch of study to each of the Professors of the Madressa. Another question intimately connected with the former, related to the arrangement of the students into classes.

Dr. Wilson, who started both of these questions, observed that it was said the Madressa was in a most flourishing condition, that the Teachers performed their duties in an exemplary manner, that the students were full of zeal and industry and were highly proficient in their studies. If such was the case, he thought it had been gained by an immense expenditure of time and trouble, and that if the obstacles to success were removed, the results would be still more gratifying.

He was convinced that a great waste of time and talent, must be occasioned by a system of tuition such as then prevailed, in which no Teacher had a specific duty, and each was expected in his lectures to deviate into tracks as diversified as Law, Literature, Geometry and Astronomy. The several Teachers not only gave instruction in the same subjects, but in many cases in the same books. He thought it would be desirable to divide the subjects among the five Teachers, assigning a distinct part and distinct class books to each.

There can be no doubt that in proposing this arrangement Dr. Wilson was right. Even Dr. Lumsden, who

was in these points somewhat conservative, acknowledged the justness of his views and was willing to give effect to them.

Dr. Wilson observed that the classification of the students was equally faulty with that of the Teachers. The number of classes was unlimited. Many of the pupils were taught singly, instead of collectively. Much time and labour were thus thrown away. He recommended that the 80 scholars who attended the Madressa, should be divided into five classes, which would give on an average 16 to each, which was not too large a number for one man to instruct at once.

It is evident that Dr. Lumsden approved of these views, though he was rather slow in admitting it. He deprecated any interference of the Committee in these matters. Where the same science, as Law for example, was taught by all, the student, he said, was allowed to choose his own Teacher; and as to the question whether he was to be taught singly, or collectively with other members of a class, "it must obviously depend upon his progress compared with the progress of others, an accident not to be known but by the preceptor alone." He concluded by saying, "My recommendation has been to form all the students into classes of five or six each; and the Teachers are well disposed to adopt it, because it has an obvious tendency to diminish their own labour. To dictate an authoritative arrangement of the classes, would be to substitute the judgment of the Committee for that of the preceptors, as to the progress of the students under their care."

Section III.

Course of Study. Oriental Instruction.

The Madressa was founded specially for the study of the Arabic and Persian languages and of Mahomedan Law. One of the principal objects of the Founder was, to educate a class of well qualified officers for the Courts of Justice.

The Rules framed for regulating the Course of Study in 1781, prescribed for the two lowest classes instruction in Arabic Grammar exclusively. The class next above

these, was to read Grammar along with the more easy compositions in Logic and Law.

Dr. Lumsden reported in 1823, that the annual Examinations were usually restricted to the Arabic language, Law, and Mathematics. Logic, Rhetoric, and Theology were, however, also studied in the College. He mentions as a curious fact, apparently connected with the Theological studies, that all the students had lately begun to attend "the five daily prayers," whereas no such practice had prevailed previously. At a subsequent period, Logic, Rhetoric, Natural Philosophy, and Medicine were sometimes included among the subjects of examination.

In 1824 Dr. Wilson reported that Mahomedan Law formed the most important subject of instruction; at the same time only 34 students attended the Law class. The most popular and fashionable study was Arabic Literature. A few students were engaged reading Arithmetic and Euclid. Dr. Wilson then added the following remarks:—

"The main object of the Madressa has been always understood to be the education of Mahomedan Law officers. No man can be a good Lawyer in any country or code, unless he be a man of learning generally, and therefore the plan of the Madressa judiciously comprehends instruction in general Literature and Science. For the latter at least, special provision is made. The former was neglected till lately, but now bids fair to supplant the latter. At the same time it is cultivated partially, being confined to a few Arabic works, and it is prosecuted to the interruption of those studies which are the more particular objects of the Madressa. General education forms the basis of legal science, and should not be attempted at the same time with the superstructure. The classes of language and literature, should therefore be distinct and preparatory."

It is now proposed to exhibit the Course of Study and the progress made at a later period, so far as this can be ascertained from the reports of Examiners.

In 1833 the Secretary of the Madressa reported that seven years was the period allowed for study, at the expiration of which, or earlier, the student obtained a Certificate. He then mentions the Course of Study for the first five years, which was as follows: first year, Law, and General Literature including Grammar; second year, Law, and Arithmetic or Algebra; third year, Law and Geometry; fourth year, Law and, at the option of the student, either Logic, Rhetoric, Metaphysics, Natural Philosophy, Astronomy or Theology; fifth year, Law,

including the Regulations of Government, and any of the foregoing subjects which the students themselves prefer. It may be supposed that the studies of the sixth and seventh year, were nearly the same as those for the fifth.

Law. The subject of Law, has always formed the most prominent branch of instruction in the Madressa. The favourite class book is the Hidaya. Whoever thoroughly understands it, is supposed to have mastered the whole subject of Mahomedan Law.

Mr. Macnaghten's report of the Examination in Law held at the commencement of 1829, is to the following effect: "I am happy to have it in my power to say, that the attainments of the students in this department, are of the very highest order, and are of themselves sufficient to reflect great credit on the Institution and to demonstrate its utility."

Mr. J. Thomason conducted the Examination held at the commencement of 1830. The Examiner found that some of the scholars most distinguished for their legal acquirements, had not paid proper attention to their other studies. This arose from the anxiety of the students to obtain the Certificate granted for proficiency in Mahomedan Law. The Examiner proposed that Certificates should be withheld from those students, who did not give proof of reasonable proficiency in other subjects besides Law.

He observed also that some of the best scholars appeared to have been only a short time in the Madressa. If this was attributable to a high standard for admission, it would lead, he thought, to the most beneficial results in raising the character of the Institution.

In 1836 the Examiner stated in his report of the Examination, that the students had been required to explain certain passages in the Hidaya treating of Copartnership, Wills, &c. After this, each candidate was required to give a legal opinion on the instant, and without reference to books, on certain questions unexpectedly proposed. The Examiner added that the Institution appeared to him to continue to fulfil the object of its original foundation, viz. "the diffusion of a knowledge of that system of jurisprudence which governs the concerns, civil and religious, of the entire Mussalman community."

Government Regulations.—Among the subjects which engaged the attention of the General Committee in 1823, was the question of introducing the study of the Regulations of the British Government. Mr. Harington was of opinion that the object should be promoted by all possible means, more particularly with the view of qualifying the students for the office of Law officer. Mr. Sutherland supposed that there would be no difference of opinion, as to the desirableness of introducing the study of the Regulations. He considered the Rules regarding the administration of Civil Justice, and the principles of the Land Revenue, as the branches most worthy of attention.

The want was felt of a class book on the subject. It was proposed that Dr. Lumsden should prepare one; but he felt that to prepare it well, would require more time than he could devote to it. He despaired of being able to produce a better work than that of Mr. Trant, which some of the members had characterized as "crude." It seems to have been at last agreed to use as a class book, or as the basis of any new compilation that might be prepared, the analysis of the Regulations by Mr. Harington.

Notwithstanding the opinions expressed in favour of this new branch of study, it does not appear to have been introduced in a regular manner till 1833; and even then, only a small number of the students evinced any desire to pay attention to it.

Mathematics. The Rev. Mr. Thomason examined the students of the Madressa in Euclid in 1823. In 1826 and for several subsequent years, the Mathematical Examination was conducted by Dr. Mill, Principal of Bishop's College.

The Examiner reported at the commencement of 1826, that some of the students had gone over the first six Books of Euclid. The first division consisted of 11 students, who had all advanced beyond the third Book, and some of them had read all the six Books. The second division consisted of 26 students, who had not read more than the first two Books.

In 1829, the students were examined in Geometry, Algebra, and Arithmetic. The Examination occupied several days, and the result appeared to the Examiner to be as favourable as could be expected, considering the

circumstances under which the Mathematical studies of the Madressa were pursued.

In 1830, Dr. Mill reported that none of the students had advanced beyond the first four Books of Euclid; and those students, nine in number, who had read all these, were uniformly surpassed in the Examination by those who had read two Books only.

In 1831, the Examiner observed that, in one respect, the Examination of that year differed unfavourably from that of the preceding ones. In former years, there had always been students who united the study of Euclid with that of Algebra, and some who distinguished themselves in both. On this occasion, these two branches of study were entirely separated, not numbering so much as one student in common. The Examiner considered this was very much to be regretted, and that it did not augur well for the advancement of Mathematical knowledge in the Madressa. He added that in Geometry, "the universal practice of communicating to each other the mode of demonstrating any theorem, as soon as it was discovered," made it very difficult to determine the relative order of merit.

Dr. Mill reported as follows in 1833, which was the last occasion on which he took part in the Examinations: "The eleven students that were examined in the first book of Euclid, all evinced, though in different degrees, not only an accurate understanding of the Elements, but an ability to apply the principles therein contained to the demonstration of other theorems and the solution of other problems."

Logic. In 1833, Dr. J. Tytler examined the Logic class. He observed that Logic was proverbially a barren study even in England, and that the system adopted by the Arabs was peculiarly so; consisting of a series of discussions entirely verbal, so extended and composed of such refined subtleties, as it would require the utmost ingenuity to comprehend, and still more to apply to use.

Natural Philosophy. In the same year, Dr. Tytler also examined the students in Natural Philosophy. The following extract from his report contains a very unfavourable estimate of this branch of study, as treated in Arabic works. "The works which the students read, contain the old Natural Philosophy of Aristotle, and consequently

either lay down principles of Philosophy which have been long denounced as utterly false, or are occupied with discussions respecting the metaphysical properties of matter, such as its infinite divisibility, the nature of motion &c. which lead to nothing but verbal disputes without utility or end." He then gives some extracts from these works, which fully confirm the view he has taken; and coming as they do from an enthusiast in oriental learning, the opinions expressed, must be considered as perfectly unprejudiced, and possess therefore the more weight.

Section IV.

Introduction of European knowledge.

The first notice which I have met with on the subject of introducing European knowledge into the Course of Study, is contained in a Resolution of Government dated July 1823, founded upon the Madressa Committee's Annual Report. A copy of this Resolution was forwarded to the newly formed General Committee of Public Instruction, who were directed "to introduce European science into the Madressa, as far as practicable."

In September 1823, the subject came under the consideration of the General Committee. Mr. Harington, the President, proposed "that with reference to the general character of oriental literature and science, the bad taste pervading the former, and the erroneous notions which abound in every department of the latter, so as to render scientific pursuits, as now accessible to the Madressa students, barren of any useful result, such measures be adopted as are calculated to introduce among the students a taste for English literature and science, as the only means of opening their eyes to the faults of their own."

The Members individually placed on record their sentiments upon this question, and nearly all were in favour of the plan of translating English works into Arabic and Persian, as the first step towards the attainment of the object.

Dr. Lumsden, with whom the proposal originated, stated that he had, on his own responsibility, employed a

Moulvy for the last twelve months in translating European works for the use of the Madressa. He recommended that the translations already made, should be delivered to the College Librarian, and that the study of them should be encouraged by offering prizes to those who passed a successful examination in them. This, he conceived, was all that could be done at present, in furtherance of the desire of Government to encourage the study of European science in the College. The more complete attainment of the object, would involve the necessity of an application to the authorities at home, for the purpose of engaging the services of a competent Lecturer, and furnishing the Institution with proper apparatus. If a Lecturer should hereafter be engaged, it would be necessary for him to make himself master of Arabic and Persian. Dr. Lumsden recommended, in the mean time, the appointment of a Native Translator who had some acquaintance with English.

Mr. Shakspeare considered that the appointment of a Translator, with a view to the introduction of European science, was highly desirable. A portion of the Educational fund could not be better applied than to such an object. The question, however, was yet undecided, whether the Natives could be best instructed in the European sciences through the medium of their own language, or by the previous acquirement of English. In his opinion the former plan was preferable.

Mr. Martin agreed in the opinion that the translation of elementary treatises, was apparently the most eligible method of introducing European knowledge. Judgment would however be required in the selection of works to be translated. If it was intended to furnish the Mahomedans with the means of acquiring that knowledge which might best direct their practice in life, and might best qualify them for discharging with integrity and ability all their civil and social duties, he would be disposed to recommend the translation of elementary treatises on Ethics and Politics, including the general principles of natural and municipal Law, rather than of works on Mathematical science.

Mr. Sutherland considered that if they wished to afford encouragement in what are called the exact sciences, they must call to their aid the improved systems of

Europe. This must be done by compilations and translations in an oriental language. These he would encourage rather by premiums offered for work done, than by a monthly salary. But in order to impart European notions of moral excellence or to diffuse a taste for English literature, he thought it would be desirable to encourage the study of English, if such a measure would be acceptable to the students.

The result was that the General Committee, in a letter to Government dated January 1824, recommended the appointment of a Native Translator on a salary of 100 rupees a month, as a preparatory step in the diffusion of European knowledge. Government sanctioned the appointment.

The process of translating European works into Arabic was commenced, but went on but slowly. The first book translated was Brydge's Algebra, by Moulvy Abdoor Ruheem. After an interval of some years, a single volume of Hutton's Mathematics was prepared for the Press. It soon appeared that the work of enlightening the Natives by this method, would be very gradual. The advocates of the system said that more books might have been translated; but this did not alter the fact that they were not translated. And then arose the question whether they were translated well, a point not easily determined.

Before closing this Section, it may be mentioned that a Medical class was formed in 1826 in connection with the Madressa. Some of the students read Arabic works on medicine, and a few others read the tracts published in Hindustani for the use of the Native Medical Institution. The desire for medical instruction was extremely limited.

Dr. J. Tytler, Superintendent of the Native Medical Institution, examined the Medical class in 1833, which appears to have been the last occasion on which there was any Examination. He reported that there had been an increase of students since last year. The number had risen to 20; of whom 12 were reading Arabic medical works, and the remainder the Hindustani Translation of Hooper's Vade Mecum.

Section V.

English Department.

Before the experiment of translating useful works into the oriental languages could be said to have had a fair trial, a fresh proposal was made to instruct the students of the Madressa in English. Dr. Lumsden, in a report written in May 1824, stated that in considering the means by which European knowledge might be introduced into the Madressa, it had occurred to him that the most effectual plan would be that of offering an augmentation of 6 or 8 rupees a month to the stipends of those who would undertake to learn English. He added that there were several schools for affording instruction in English, kept by Portuguese and others, at which the charges, including the purchase of elementary books, did not exceed 8 rupees a month. He proposed to send the students who wished to learn English, to one of these schools. When their progress rendered it necessary to provide a better system of instruction, they might be placed under a European Professor attached to the Madressa. Half the monthly allowance of 8 rupees granted to the students, might then be deducted and appropriated to the payment of the Professor. The other half might remain with the students, "since it seemed impossible to secure their regular attention to any study, for which they were not paid."

The General Committee in their report to Government did not venture to recommend this scheme. They hoped ere long to introduce some modification of it.

An English class was in fact formed towards the close of 1824, and a considerable number of the students joined it, in the hope of obtaining an augmentation to their stipends. This was only a transient effort. In April 1826, the General Committee were under the necessity of reporting to Government the failure of the experiment, apparently occasioned by the withdrawal of the premium which had been held out, or was believed to be held out, to all who were willing to learn English. The students, it was said, had abandoned the English class "as soon as the monthly allowance made to them for the

purpose of procuring instruction, was applied to the object for which it had been granted." The Committee were inclined to believe, that the students were in general too far advanced in life to commence the study of English.

The Governor General regretted the discontinuance of the English class. He directed the General Committee to consider whether some pecuniary encouragement would not be well bestowed, in promoting so desirable an object. At all events, when a Preparatory school should be formed in connection with the Madressa, his Lordship trusted that an English class would be attached to it as a regular and permanent part of the system of tuition.

In 1827, Mr. H. Mackenzie, a member of the General Committee, suggested that if instruction in English could not be provided for the Mahomedans by the establishment of a distinct College open to all classes of the community, renewed efforts should be made to form an English class in the Madressa. The object was never lost sight of, but it was not till April 1829 that an English department was again formed. It was at first composed entirely of scholars on the Madressa foundation. But as there were numerous applications for admission from without, the classes were at an early period thrown open to Mahomedan boys in general.

As a temporary measure, stipends of 8 rupees a month were granted to any number of pupils not exceeding 25, who were desirous of learning English. It was also resolved that all who received Arabic stipends, should likewise learn English.

It was originally proposed that a small fee should be demanded from the out students; but the idea was abandoned, on account of their general poverty. This proposal was, however, subsequently revived.

At the first annual Examination in January 1830, there were 99 pupils on the roll. They were divided into six classes, under two masters one of whom received 200 rupees a month and the other 100 rupees.

The Examiner reported that the pupils exhibited a highly creditable state of proficiency, considering the short time they had been under instruction. The Committee considered that as much progress had been made as could be expected, with reference to the prejudices and difficulties to be overcome.

At the annual Examination in January 1832, there were 65 pupils present, out of about 100 nominally on the roll. The Examiner reported that the first class read with ease and fluency, and explained with correctness, portions of their English class books. They also read a long passage of Gibbon's Roman History, which they appeared perfectly to understand.

In July 1832, the Examiner tried the first class in Pope's Essay on Man and in Hume's History of England. He reported as follows: "They appeared perfectly acquainted with the meaning of the passages they read; and when called on to explain the use and force of several metaphors in these passages, they acquitted themselves in a very creditable manner. They also returned satisfactory replies to such general questions as were put to them in reference to the portions selected." There is no reason to believe this report to be too flattering, and it will be admitted that it exhibits satisfactory progress in English at this early period.

It appears that in February 1833, the Committee, being desirous of extending still further the study of English in the Madressa, resolved as follows:

"That the students be informed that from the present date they will all be expected to study English, and that an increase of from two to five rupees a month, according to proficiency, shall be made to the stipends of those who shall have attained a certain degree of proficiency at the next annual Examination.

"It is to be clearly understood that the study of English is on no account to interfere with the established studies of the Institution, nor will it ever be admitted as a plea for deficiency in any other branch of study.

"Soon after, it was resolved that no out-students should be admitted, unless they paid a tuition fee of 2 rupees a month."

The result of these arrangements, it is stated, was that the English school was filled with unwilling pupils, who devoted too short a time to study to be able to make more than a very limited progress. Under these circumstances, the English department languished until 1834, when a change of system was tried. The Arabic students who received stipends were no longer compelled to learn English, and any other Mahomedan students that pleased, were allowed to attend the English classes, without being obliged to learn Arabic also and without paying a tuition fee.

The Secretary of the Madressa stated in his next report, that the result was "most satisfactory." The number of pupils had increased from 31 to 136, and fresh applications for admission were daily received. The Secretary, carried away by his enthusiasm, further declared that the Mahomedan students of the Madressa pursued their English studies "with a zeal equal to that of their Hindu compeers."

These favourable symptoms proved very evanescent. It is also to be observed, that the English department had changed its character. Being now open to students who wished to study English only, it was, as was remarked, rather to be regarded as a distinct Institution under the same roof, than as a branch of the Madressa. Only thirty of the Arabic students attended it. The rest were out-students belonging to the inferior classes of the Mahomedan population.

It is mentioned in the annual report for 1836, that the pupils had fallen off since the previous Examination from 136 to 102. In 1834, the monthly fee which had previously been paid by each of the pupils who attended the English class exclusively, ceased to be demanded. This caused a large immediate increase in the number of pupils. But many of those newly admitted, ceased to attend "as soon as the novelty of the pursuit was over."

From 1837 to 1840 the English department was reported to be in an unsatisfactory state, and in the latter year the General Committee resolved to remodel and improve it, and if possible to make it an efficient Anglo-Indian Seminary. The former Head master was removed, and another was appointed, supposed to be possessed of more energy and skill. The funds were also increased. Rules were introduced for restricting admissions to a certain age, and all were rejected who, there was reason to believe, only wished to learn a little reading and writing. Still there was no marked improvement.

In 1844 the attention of Government was drawn to the state of the English department. It was observed that there was only one paying pupil; and that there were only five students who attended both the Oriental and English departments. Not one student appeared likely to become a superior English scholar; and the object originally in view to afford a sound English educa-

tion to the Mahomedan community, was in danger of being lost sight of. These points were brought to the notice of the Council of Education.

The attention of the Council was also called to the rule at one time in force, which prescribed that pupils whose object was merely to obtain a smattering of English, should not be allowed to attend gratuitously, unless they belonged to the Arabic department of the Madressa.

The Council were also directed to consider, whether English instruction in the Madressa might not be placed on a less expensive footing. The expenditure amounted to 8,000 rupees per annum. No proportionate good was effected by it. The system, it was feared, was making but little progress in reconciling the higher orders of the Mahomedan population to the advantages of an English education.

The Council set on foot the necessary enquiries. Upwards of 50 of the pupils who were unable to pay for their education, and whose object appeared to be merely to acquire a slight and superficial knowledge of English, were dismissed. The expenditure was also greatly reduced. Two years afterwards the expenditure was still further reduced, on account of the small number of pupils and the low scale of advancement.

In 1848 the Secretary of the Council of Education reported in substance as follows. Highly as he estimated the importance of inducing the Mahomedans to cultivate an acquaintance with English literature and science, he did not think that object likely to be attained by, or any practical benefit to result from, "a mere smattering of information, meagre in all respects, such as may qualify an individual for entering the service of new comers in a menial capacity." To maintain the Madressa in its existing condition would, he thought, be a waste of the educational funds; and unless some means were adopted to place it on a more efficient footing, it would be better to close it at once, than continue it in the delusive hope of producing any influence in removing the prejudices of the Mahomedans to an English education. He believed that some radical change was called for, and he proposed that every student of the Arabic department, should be required to commence the study of Arabic and English simultaneously, an equal amount of time being bestowed upon each.

The reports of the Examiners for the last two years, are in no degree more favourable in regard to the progress made in English. In 1849, the Examiner reported that the pupils of the class, found great difficulty in explaining the meaning of ordinary passages. In Euclid they failed entirely, and the Examiner was inclined to think that it would be better to dispense with it as a branch of instruction in future, so hopeless was the prospect. In the following year, the Examiner observed that he was warned, previous to the Examination, not to expect much—and he was not disappointed.

The acquirements in the Anglo-Persian class, composed of students who learn Arabic and English, are still more limited. The Examiner reported last year, that the most advanced boys read with a strong native accent. They had perused Watts on the Mind simply as a reading book, and could answer no questions. They understood the poetical selections from Goldsmith tolerably, but were puzzled with such expressions as "shouldered his crutch." In the History of Rome, they could answer questions on the reigns of the kings, but no further.

It will be seen from the above remarks, that the attempt to introduce the study of English in the Madressa has failed. The English department is, and has always been, in an unsatisfactory state. The Government and the Council of Education, have been quite in earnest in their endeavours to improve it.* But the indifference of the Mahomedan population to English, notwithstanding its evident utility to them in obtaining a livelihood, has rendered every endeavour fruitless. Governor-Generals and Deputy Governors have repeatedly urged upon them the advantages of acquiring a knowledge of English, but without success.†

* The wisdom of the measure may be doubted, of reducing the expenditure to so great an extent of late years. The object being one of the highest importance, it might have been more advisable to introduce improvements calculated to make the study of English more attractive. A reduction of the expenditure, could not fail to have just the opposite tendency.

† In 1845 Lord Hardinge addressing the students of the Madressa, advised them to study the English language which "would open to them the arts and sciences, to the full extent our knowledge has yet reached." After mentioning examples of the modern triumphs of science in the Railway and the Electric Telegraph, his Lordship

In illustration of the small extent to which the study of English had advanced among the Mahomedans in 1835, it may be mentioned that when the Medical College of Calcutta was opened, not a single Mahomedan candidate came forward who had even a moderate knowledge of English, and consequently no Mahomedans were admitted. In allusion to this fact, the General Committee observed that the Hindus residing in Calcutta had for a long time past enjoyed the benefit of the Hindu College; but for the Mahomedans, only a second rate school had been provided, while they had been stimulated by many artificial inducements to cultivate Arabic literature.

It is true that the spread of English among the Hindus, has been greatly promoted by the establishment of the Hindu College. But that Institution was founded by the Hindus themselves. It gave direction and concentration to an already existing desire for English knowledge. The desire does not yet exist, to any considerable extent among the Mahomedans; and any arrangements that might be adopted, short of a radical change of system, would, it is probable, fail, until existing prejudices give way and the advantages of an English education become more generally appreciated.

As the old Madressas have been tried so long and with so small an amount of success, and as, moreover, it has been found so difficult to engraft English upon them, it might be well to try the experiment of an Anglo-vernacular Mahomedan College in which the languages taught, should be English and Hindustani alone, Arabic and Persian being altogether omitted from the course of study, just as Sanscrit is entirely omitted in the Anglo-

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adds: "My advice to you is to acquire the language of the people who so excel. The possessions of the Queen of England extend over perhaps one-tenth of the globe; to that extent is the English language taught and spoken, and it is by mastering it that the Natives of this country are to bring themselves forward."

In the following year the Deputy Governor, on the occasion of the Distribution of Prizes, declared it to be of the utmost importance for those to acquire a knowledge of English who looked for employment in the public service. There were many high and responsible offices, he stated, to which Mahomedan gentlemen might be raised in preference perhaps to any other classes, if they were sufficiently conversant with English.

vernacular Hindu Colleges. In such an Institution, the pupils would of course commence English and Hindustani simultaneously, and would, as in the Hindu Colleges, devote two-thirds of their time to the foreign language, and one-third to the language they are accustomed to speak, and which can be so much more easily mastered. If such a Seminary were established in Calcutta, it is not improbable that in a few years, we should have an important Mahomedan Institution, in which the pupils cheerfully paid for their education, and in which they acquired the same thorough knowledge of English as is now gained by young Hindus. If such a course were adopted, we should, it is true, make no impression upon the existing learned classes, but we should make an impression upon that increasing middle class who are engaged in business, whose interests are most immediately connected with our Government, and who are more open to improvement and more ready to receive it at our hands, than any other portion of the population.

Section VI.

Funds. Number of students. General remarks.

The funds of the College, exclusive of tuition fees, consist of a separate grant of 32,000 rupees per annum. The expenditure is usually somewhat less than that sum.

The following is a statement of students and of tuition fees from 1835 to 1851. It must be premised that in none of the Institutions has greater difficulty been experienced in arriving at correct results. The statements of the total number of students for each year published in the annual reports are obviously incorrect, those for the early years falling below, and those for the last two or three years rising greatly above the true number. The numbers in the accompanying table, have been compared with unprinted returns in the office of the Council of Education, and may be considered as very nearly correct.

Year.	Total number of Students.	Number of paying students.	Tuition Fees. Rs.
1835-36	118	0	0
1836-37	229	0	0
1837-38	285	0	0
1838-39	309	3	15
1839-40	243	4	61
1840-41	273	0	0
1841-42	253	0	0
1842-43	242	0	0
1843-44	219	42	4
1844-45	177	54	106
1845-46	211	35	458
1846-47	223	38	460
1847-48	232	66	565
1848-49	240	*	830
1849-50	227	34	495
1850-51	289	44	519

It may be desirable also to exhibit the number of students learning different languages between 1835 and 1851, more especially with a view to shew the great fluctuation in the number attending the English classes.

Year.	Number of Students learning.		
	Persian and Arabic.	English.	Bengali.
1835-36	80	38	0
1836-37	110	119	0
1837-38	129	156	30
1838-39	161	148	20
1839-40	153	90	32
1840-41	145	128	35
1841-42	150	103	30
1842-43	140	102	40
1843-44	171	47	25
1844-45	152	58	30
1845-46	145	41	26
1846-47	174	49	35
1847-48	169	106	50
1848-49	200	67	42
1849-50	209	58	40
1850-51	264	120	49

The students are all Mahomedans, to which class alone the College is at present open.

It will be seen from the last table, that a few of the students receive instruction in Bengali. In 1837 a Teacher of the Bengali language was added to the English department. The votes of the pupils were taken on the question whether they would prefer to learn Bengali or Hindustani, when "a very large majority decided in favour of Bengali." The General Committee regarded this as a very gratifying proof of increased liberality of feeling; but in truth it can scarcely be regarded as any thing else than a very remarkable instance of caprice. The votes of young lads on such subjects, should go for nothing. There is often some secret influence at work that does it all.

It does not appear that much progress has ever been made in Bengali, and it is well known that the Mahomedans generally have no desire to learn it. There is no denying, however, that a knowledge of it would in certain cases be of very great use to them. This will plainly appear from the following extract of a letter from one of the Magistrates to the Principal of the College, published in the annual report for 1850-51.

"I take this opportunity of bringing to your notice the very little attention apparently paid by the students of the Madressa to Bengali, now all-important as the language of the Courts. When Mahomed Hossein called upon me, I had just received two roobcarries by dawk which I put into his hands and asked him to read. The first, written in an indistinct running hand, he could not read at all; and the second, written as plainly as print, he could only spell through one word at a time. Were he appointed a Darogah tomorrow, he would not be able to read one half of the numerous purwannahs he would receive daily from the Magistrate, many of them containing orders of the greatest importance. I would beg you to remind the young men of your College, that if they wish to obtain Government employ, they must practise reading and writing Bengali, the language of the Courts."

It has been already noticed that one of the principal objects of the Founder in establishing the Madressa, was to raise up a class of well educated and upright Law officers. It has also been seen that this grand object attracted much attention in 1823, when the question was fully considered and discussed by the new Committee of Public Instruction. Dr. Lumsden, who as Secretary of the Madressa took a part in these discussions, considered the question one of vital importance. If, said he, the object

cannot be accomplished of giving the students a preference for public employment, "the Madressa will merit no higher character than that of a Charitable Institution for the diffusion of Education, without reference to any further object. If it can be accomplished, the importance of the Institution to the public service will rise very high;" and, he added, its claims on Government for pecuniary support will be founded not on feelings of charity and general benevolence, but on principles of public utility.

In connection with this question, Dr. Wilson proposed to abolish all the stipends above 10 rupees, and to establish in their stead scholarships of 16 rupees "for the maintenance of pupils of superior desert, until they were able to obtain situations out of the College." He added that these scholarship-holders might be most usefully employed, in assisting the Professors in the business of tuition. Mr. Harington appears to have held the same opinion. It is interesting to observe that the same plan as that proposed by Dr. Wilson has, within the last few years, suggested itself independently to other minds.

In 1826 a proposal was made in some respects similar to the above. It was proposed that a scholarship, tenable after leaving College, should be given each year to the head boy of the first class.

It is well known that these views were not acted upon. It was considered sufficient to circulate among the Heads of Offices, after each annual Examination, a list of the students who were considered most meritorious, that these functionaries might have "the opportunity" of providing situations for them. The Heads of Offices seldom availed themselves of the opportunity offered; and this faint shadow of encouragement soon disappeared altogether.

With a view to encourage the study of English in the Madressa, Mr. H. Mackenzie proposed in 1830, that Government should be solicited to pass a Resolution declaratory of its intention to give a preference, in the appointment of Government vakeels in the Courts and in that of Agents with the special Commissioners, to those candidates who were acquainted with English. The measure might not, he said, do much for the promotion of the object; but it would do some good, and it seemed to be quite unobjectionable in principle. This suggestion was

adopted, and the following Resolution was passed by Government: "That in the nomination of Government vakeels in the Native Courts and Agents with Commissioners, a familiarity with English will on all occasions be considered to constitute a recommendation to preference, where the qualifications of candidates do not otherwise offer any marked and especial grounds for a variation from this rule." It does not appear whether the rule was ever acted upon.

The whole question of the employment of educated Natives in the public service, has of late years derived additional importance from the publication of Lord Hardinge's Resolution, which has been noticed in another place.

CHAPTER IV.

HOOGHLY COLLEGE.

Section I.

Foundation.

Hooghly College, or, as it is otherwise called, the College of Mahomed Mohsin, is mainly supported from funds bequeathed for pious purposes by Mahomed Mohsin about the year 1806.

As the Testator's Will subsequently became the subject of discussion and litigation, it will be proper to give a brief outline of it. It stated that the Testator having "no sons, or descendants, or family, or kindred, or relations," who could become his legal heirs, had determined to consecrate the whole of his property in perpetuity "to the service of God." The property consisted of the estate of Syedpore in the district of Jessore yielding an annual income of about 45,000 rupees, and of a house called the Imambara and of the Imambazar in the district of Hooghly. Two Mahomedan gentlemen were appointed by the Testator's Trustees, to carry into effect the provisions of the Will. The property was to be divided into nine shares, and appropriated as follows. Three-ninths were to be set apart for religious services, particularly for "causing prayers to be offered for the Prophet and the holy Imams," and for defraying the expenses incurred during the period of the Mohurrum, and for the repairs of the Imambara and of the Mahomedan sepulchres. Two-ninths were to be kept by the Trustees for their own use, of which they were to have the absolute disposal. The remaining four-ninths were to be applied to the purpose of defraying the expenses of servants, and of paying certain specified pensions. With regard to the last mentioned provision, the Trustees were expressly authorized "to uphold whatever

they thought fit, and to resume whatever they deemed unfit." Finally they were authorized to appoint other Trustees as their successors, when in the course of time they should themselves be unable to discharge the duties entrusted to them.

In consequence of the misappropriation of the funds by the original Trustees, Government assumed the office of trusteeship and appointed an Agent to administer on its part the affairs of the endowment. Litigation ensued. The Trustees contested the matter in the Courts of Law in this country, but did not succeed in establishing their claim. They then appealed, but without success, to the Privy Council at home. During the period of litigation, which continued for several years, only a small part of the annual income was expended, and upwards of seven lakhs of rupees were thus added to the property, by which the annual income was nearly doubled.

In 1831 it became a question for consideration in what way these surplus funds might be most advantageously applied. The Board of Revenue, which exercised a general control over the property, addressed Government on the subject. After stating that the balance in Company's paper amounted to 7,47,010 rupees, the Board offered the following suggestion:

"The most obvious purpose to which the surplus could be applied, with reference alike to the perpetuation of the founder's name and to the promotion of useful knowledge not entirely of a secular character, would be the establishment of a Madressa in which, in the first instance, Mahomedan learning might alone be taught, but which at no distant period, it might be hoped, would willingly receive the solid advantages of European science."

Government adopted the foregoing suggestion, and ordered the correspondence on the subject to be laid before the General Committee of Public Instruction, who were directed to report on the best means of carrying the proposal into effect. The General Committee having taken the subject into consideration, submitted the following report in Oct. 1831.

"The circumstances of the bequest and the religion of the Testator indicate the general character which the establishment should bear, but various considerations induce us to suppose that it will not be necessary to limit the objects of the Institution, even in the outset, to Mahomedan literature and science alone. Besides the precedents afforded by the Delhi and Agra Colleges, in which both Mahomedans and Hindus are educated, and where to Persian and

Arabic, Hindi and Sanscrit and English are superadded, it appears from a report on the Hooghly endowment received from the Judge and Magistrate of Hooghly in 1826, that a school of a mixed nature has been maintained there from the very funds in question, by the Mootawally. At that time, the school was attended by 83 young men and boys, of whom 16 were reading Arabic, 7 Persian and 60 English. The establishment also comprised a Bengali Teacher. In making these therefore the object of tuition in the new College, of which the existing school presents the rudiments, no innovation will be made, nor any arrangements adopted incompatible with the impressions and feelings entertained by the Native residents at Hooghly."

In the same report the General Committee proposed that a Local Committee, composed of the principal Government officers at Hooghly, should be formed, with whom it would be desirable to communicate before proceeding further. A Local Committee was accordingly formed. Some correspondence then took place between the two Committees regarding the plan of a College. The Local Committee started difficulties regarding the appropriation of the funds; in consequence of which the General Committee addressed Government in June 1832, requesting definite information and instructions. They desired to be informed, whether they would have at their disposal the interest alone of the accumulated funds amounting to 7,47,010 rupees, or whether the interest of this sum was to be blended with the annual income of the Imambara. They had understood the orders of Government to apply solely to the accumulated or surplus funds, leaving the ordinary annual income to be disbursed as heretofore under the orders of the Board of Revenue. The General Committee added that there had already been a departure from the letter of the Will. There was no special provision in it for a Madressa, or an Hospital. The Will empowered the Trustees "to uphold whatever they thought fit, and to resume whatever they deemed unfit." But Government had long since substituted its own officers, in place of the persons invested by the Testator with this authority. As long as the main object of the Testator, the support of the Imambara and the establishment connected with it, was kept in view, the General Committee conceived there could be no legal difficulty about the appropriation of the surplus funds, to any other purposes of a benevolent character for the benefit of the Mahomedan population. These considerations, it

was added, would apply to such parts of the annual revenue as were not required for the Imambara establishment, and would authorize their being added to the interest of the accumulated funds. But it might be desirable to limit the endowment to the latter, as they anticipated from any interference with the former "an embarrassing collision of conflicting interests." It would also in that case be difficult to detach the proposed College from the Imambara, with which, as an Institution for education only, it ought to have no connection.

In reply to this communication, Government intimated that difficulties had arisen, in consequence of one of the Trustees who had been removed having applied to the Sudder Court for restoration. The appropriation of the funds and other preliminary arrangements, must be suspended till the case was decided.

A delay of nearly three years intervened, during which the surplus funds accumulated to 8,61,100 rupees. At length the subject was revived in April 1835, when Government directed the Educational Committee to furnish a scheme for the establishment of a College for general instruction. The Governor General desired to provide instruction for "all classes of the population, in every possible branch of useful knowledge." At the same time, he was of opinion that the Institution should be "essentially a Mahomedan Seminary of education," so as to satisfy the just expectations of that class of the community of which Mahomed Mohsin was a member.

The whole question was reviewed and final instructions given to the General Committee of Public Instruction, in a letter from Government dated October 1835, from which the following are extracts:

"The Governor General in Council deeming himself to have succeeded to the full authority and powers assigned by Mahomed Mohsin to the Trustees, considers it to be entirely in his power to determine upon the appropriation of the funds, subject of course to the condition of adhering as closely as possible to the wishes of the Testator in points on which they have been declared.

"Now it appears that the growing income from the Jessore estates, was the only fund in the Testator's contemplation; and the expenses of the Imambara, the Trustees' allowances, with the pensions and establishments are charged specifically upon that income, which is estimated by the sub-Committee at Hooghly to yield 45,000 rupees per annum.

"The Governor General in Council adverting to the conditions of the Will, resolves that three-ninths of the income from the Zemindaries, shall be permanently assigned for the current expenses of the Imambara, &c. Of the two-ninths of this income assigned to the Trustees, but which are now at the disposal of Government, the Governor General in Council assigns one-ninth to the Agent or Trustee appointed by Government, but he does not deem it necessary to appoint a second Trustee or to appropriate the second-ninth share assigned by the Testator to the co-trustee nominated in the original will. This ninth, therefore, will be available for general purposes of a beneficent nature, along with the surplus funds to which I shall presently advert.

"The four-ninths of the Zemindary income, appropriated by the Testator to pensions and Establishments, must remain burthened with these charges; but as many of the pensions &c. will have lapsed, the Governor General in Council considers that the income, arising from such lapses, may be fairly added to the surplus fund, appropriable to general purposes. The expenses of the hospital will however remain a permanent charge under this head; but there appears to be an expense incurred for education at present, which will of course merge into the general fund.

"In pursuance of the principles above laid down, there remain at the disposal of Government for general purposes of a beneficent nature, first, one-ninth of the annual income from the Zemindaries; secondly, the lapsed pensions, &c.; thirdly, the entire amount arising from the interest of the accumulated fund now invested in promissory notes of the Government.

"The Governor General in Council is of opinion, that after setting apart from this last mentioned fund, such amount as may be necessary to provide appropriate buildings, including the charge of rebuilding or reparing the Imambara and other religious edifices if it should be found necessary to renew these, the entire remainder should be considered as a Trust Fund; the interest of which, with the other items specified, may be appropriated to the purposes of education, by the formation of a Collegiate Institution for imparting instruction of all kinds in the higher departments of education, according to the principles heretofore explained.

"In this manner, His Honor in Council conceives that the pious and beneficent purposes of the Founder of the Hooghly endowment will best be fulfilled; and under the wide latitude given for the determination of the specific uses to which any surplus funds of the estates are to be appropriated, he cannot see that the assignment of the surplus which has arisen in this instance partly from the delay in consequence of litigation, and partly from the fines realized from the mode of management adopted, to purposes of education in the manner stated, will be any deviation from the provisions of the deed."

All preliminary difficulties being thus removed, the College was opened on the 1st of August 1836. Within three days after it was opened, 1200 pupils were admitted to the English department alone, and 300 to the Oriental department.

The classes assembled in Perron's house at Chinsurah. This house, which is situated on the right bank of the river Hooghly, and which was built by General Perron about, as is supposed, the year 1810, was afterwards purchased by the General Committee, and by extensive additions and repairs was adapted to the purposes of the Institution. The verandas were partly enclosed, two stair-cases were added on the northern and southern side, and a Reception room (now the Library) was built over the portico to the west.

The following suggestions of the sub-Committee for controlling the affairs of the College, were adopted by the General Committee:

That the College should consist of an English and an Oriental department, the benefits of which should be open to candidates of every sect or creed, willing to conform to the established rules of discipline:

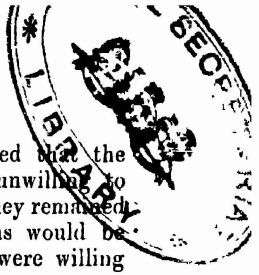
The resort of students should not be encouraged by stipends, but the inducements of honorary and pecuniary prizes to the most proficient students, might with propriety be held out:

There should be no limitation of age for admission, but the honorary and pecuniary rewards should not be open to the competition of students, whose age may exceed 20 years; two Gold medals, in value 100 rupees each, might be presented yearly to the most proficient scholar of each department:

The Institution should be placed under the direct control of the General Committee, without the intervention of a local Committee.

The last suggestion was supported on the ground that the proximity of Hooghly, admitted of prompt communication with the General Committee in Calcutta, and of occasional visits by individual members.

It has already been mentioned that there existed at Hooghly an English and an Oriental school, previous to the establishment of the College. At the end of 1835, the English school contained 87 pupils, most of whom were Hindus. The instruction did not go beyond History, Geography and common Arithmetic. The Oriental school was attended by 37 pupils, all of them Mahomedans. Both of these elementary schools, were absorbed in the College.



When the College opened, it was observed that the pensioned students of the Imambara were unwilling to attend. They retired to their houses, where they remained in idleness. They hoped that their pensions would be restored to them. On that condition they were willing to resume their studies.

A deputation of the General Committee who visited the College in 1837, observed that there were many young men in the elementary classes whose age exceeded 16 years. The deputation suggested, now that the Institution was fairly established, that a limiting age of admission should be adopted. They proposed that no boy should be admitted to the junior school whose age exceeded 14 years, and that none should be admitted to any of the senior classes whose age exceeded 16 years.

This suggestion was adopted by the General Committee, who observed that when the "initiation" of the pupil was delayed till manhood, no adequate proficiency could be expected, and both instruction and accommodation were wasted. The experience of the Hindu College had shewn, that the students who had become most proficient and had reflected the greatest credit on the Institution, were those who had entered young and had ascended gradually from the lowest to the highest classes.

Section II.

Course of Study and Progress of the English department.

A few observations will now be offered on the studies of the English department, with the view of exhibiting the degree of progress made at different times, and of placing on record any useful observations in regard to the regulation of the studies, which have been made by the Examiners.

In 1837, a deputation of the General Committee visited the College and examined the senior pupils. They reported that the pupils were reading Herschel's Discourse on the study of Natural Philosophy, a book considerably above their attainments. They recommended that the treatises on science published by the Society for the Diffusion of Useful Knowledge, should be substituted

for it. It may be observed that these treatises, for example that on Astronomy, are of a less popular character, and more difficult to understand, than Herschel's Discourse.

Two years later the Examiners reported, that while the boys had read the whole of the treatise on Pneumatics in the Useful Knowledge Society's publication, they were unable to explain why water boiled at a lower temperature at the top of a mountain than at the foot of it.

It was also observed in 1837, that in many of the classes, the sections were no longer duplicates of each other. In the scheme for the distribution of Prizes, each section was considered as a distinct class. The number of classes, the Examiners thought, should correspond with the marked degrees of attainment found to exist among the pupils. The plan of subdividing an over-numerous class, might be resorted to if necessary; but in such cases, Prizes should be contended for in common by all the sections of the class. They also recommended that the masters of the different sections of the same class, should take each section by turns, so as to secure equality of instruction.

In 1839, a deputation of the General Committee again visited the College. They reported that the creditable manner in which the senior pupils answered in writing a series of questions on History, proved that much attention was paid to that important branch of study. They observed that from the 8th to the 2nd class, there was very little difference in the general acquirements of the pupils. This state of things appeared to call for investigation. They recommended that each of the departments, senior and junior, should be divided into four classes, each class being divided into as many sections as were found convenient. To the first section of each class a master should be appointed of superior abilities and on a higher salary, who should be responsible for the progress of the other sections.

In 1839-40 Mr. Fisher, who examined the 2nd class of the senior department, observed that the accent of the pupils, was still peculiar and disagreeable to an English ear. He also observed that the answers given in English, were expressed too much in the Native idiom, particularly in the frequent omission of the article. He recommended, on this and on another occasion, the

practice of "writing out" answers, as conducive to the clear comprehension and expression of ideas. He believed that for Natives, who are quick in their first perceptions, this would be found a very useful exercise.

The deputation of the General Committee who visited the College in 1839-40, observed that the pupils were pushed too fast from one subject to another. They recommended strict attention to one subject, before passing on to another.

The preliminary obstacles to the acquisition of English being now in a great measure overcome, the reports after this period are more favourable. In 1845, ten years after the College was established, the acquirements of the best pupils of the College department were found to be nearly on a par with those of the Hindu College.

With regard to the school department, the Examiner last year reported favourably. He observed that no one on examining that department, could fail to be struck with admiration at seeing so many boys, for the most part of respectable families, voluntarily learning English, commencing it so early, and acquiring the power of reading and speaking it almost as well as their own tongue.

Much attention has always been paid in this College, to the cultivation of Bengali. On the first establishment of the College, well qualified Pundits were appointed, whose duty it was to instruct the pupils carefully in their own language. A Pundit of superior respectability and acquirements, was appointed to superintend the rest. Prizes are also given for proficiency in the vernacular, and those pupils who are found remarkably deficient in it are not promoted.

In 1840 Lord Auckland offered the prize of a gold watch, to the most proficient student in Bengali. The prize was to be awarded for the best translation of Bacon's Essay on Truth. Mr. Marshman, who examined the translations, reported favourably. Four of the translations were very good. One of these was decidedly superior to those of the other candidates. The Examiner made the following observations upon the best translation: "The youth has not, in some few instances, caught the exact meaning of the author, but the general character of the translation is fidelity; and some of the most difficult passages have been rendered with an accuracy

and a just appreciation of the beauty of the original, which is surprizing. The style of the Bengali, is remarkable for purity and classical excellence. The writer has a knowledge of his own language which is rarely met with, in young men whose time is devoted to English studies. If all the alumni of our Colleges could write Bengali with equal ease and chasteness, the reproach would be removed that in their eagerness for the acquisition of a foreign language they had forgotten their own."

In conclusion Mr. Marshman observed, that nothing would contribute more to the improvement of the students in a knowledge of the English language, than to devote a small portion of each day to translations on paper; one day translating a portion of some English work into Bengali, and on alternate days translating some portion of Bengali into English. The result would amply compensate for the labour. Both tutor and scholar, would daily feel that solid progress was made in the language. There was nothing which gave so accurate a knowledge of a language, as the practice of translating it into another.

In the same year Lord Auckland offered a gold and a silver watch for the best translation into Bengali. These prizes were open to the competition of the students of both the Hindu and Hooghly Colleges. The gold watch was to be awarded for the best translation of all, and the silver watch to the candidate who produced the best translation in the other College. The gold watch was won by a student of Hooghly College.

When the College was opened in 1836, there was formed in connection with the Madressa an Anglo-Persian class, to afford to the Mahomedan students an opportunity of learning English. The teachers were at first Hindus.

In 1839, the class mustered 50 pupils. Of these only 18 were Mahomedans; the rest were Hindus. The reason assigned by the Moulvies for there being so few Mahomedans in the class, was that the teachers were Hindus, who were unacquainted with Persian and therefore unable to explain the lessons to the pupils in that language. It was also found that the teachers had not sufficient control over the Mahomedan pupils.

In 1840, the Hindu pupils along with the teachers were removed to the English department; and the Anglo-Persian class, now consisting entirely of Mahomedan pupils, was placed in charge of a Mahomedan teacher. The number of Mahomedans learning English, soon after rose to 50. But it does not appear that the class improved much in other respects. The pupils were found to be the most irregular in attendance, and "the slowest in their progress," of any in the College. This character they continued to maintain for several years; and at length the class was abolished as useless.

In 1846 the Anglo-Persian class was restored. At the annual Examination of that year there were 50 pupils on the roll. The Examiner reported that from the recent formation of the class, and from the pupils attending it for only one hour a day, much proficiency was not to be expected. The class has continued in nearly the same state up to the present time, without exhibiting any decided marks of improvement. The Examiner last year was constrained to report, that it was very doubtful if the instruction communicated would be of any use to the pupils. They obtained some knowledge of English, but which was too slight to have any effect upon their character. Even the mere mechanical knowledge of reading and speaking English, would soon be lost after they left school. The instruction to be of any use must go deeper. The Examiner was not, however, prepared to propose the abolition of the class. The object, he thought, was of sufficient importance to justify a further trial.

In 1849, the Principal was called upon to report whether any arrangements could be made, by which students of the Madressa might also attend the English department, and carry on the studies of both at the same time. It was supposed that a student might be allowed to attend the Oriental department for a part of the day, and the English department for the remainder of it. But it appeared to the Principal that such a plan would not prove satisfactory. If students were allowed to attend both departments, they would lose part of the studies of both, and their progress would be slow. He was of opinion that the system which had been for a long time followed, of having an Anglo-Persian class attached to the Ma-

dressa, was, however imperfect, the best which could be devised for giving instruction in English to the students of the Madressa; and that in those rare cases where a Mahomedan student was desirous of acquiring a more thorough knowledge of English than the Anglo-Persian class afforded, it was advisable that he should entirely relinquish his Oriental studies and attend the English department only.

Section III.

Course of Study of the Oriental department.

In the annual report for 1836 it is stated that most of the pupils were engaged in reading easy Persian books, and in acquiring the rudiments of Arabic. The higher classes were studying Arabic Grammar; and a few of the students were reading the Hidaya. Some of the junior classes were composed partly of Hindus, whose acquirements were very elementary, being confined to a scanty knowledge of the Gulistan and Bostan.

The Principal reported that some of the Moulvies, had shewn a disposition to afford instruction in branches of science which had hitherto been neglected by the Mahomedans, particularly in the European system of Astronomy. One of the Moulvies had also made preparations for teaching general history and physical geography.

From the first the students of the Oriental department, have followed a less systematic course of study than those of the English department. Attempts have been made at different times, to introduce a reform in this respect. It appears from the annual report for 1838-39, that some progess had been made in introducing a systematic plan of study. The following scale of acquirements had been laid down, to qualify any one for admission to the senior classes: first, ability to read Persian with fluency; secondly, ability to translate from Urdu or Bengali into Persian; thirdly, a knowledge of Arithmetic as far as the Rule of Three.

A few years later it was discovered, that the course of study and plan of instruction was again without order or

system. Dr. Sprenger, who examined the Madressa in 1844-45, reported that in consequence of so many of the students reading different books, or different parts of the same book, there were nearly as many classes as there were students. Each student pursued a course of study different from his class-fellows, and the consequence was that the time of the Moulvies was frittered away in isolated efforts. One of the Moulvies taught 18 books; and, according to the scheme of study, none of the Moulvies taught fewer than 7 books. In the junior department alone, 40 books were in use. As a general rule, the pupils had read only a few pages of each book.

Such an extraordinary state of things called loudly for a remedy, and the Principal took measures to reduce the number of class-books to one or two for each class. He also classified the students according to the books read, and substituted simultaneous for separate instruction.

The subject which was studied with most success at the period adverted to, was Grammar. In Arithmetic, the most proficient had only gone as far as the rule of Division. This simple and practical subject was taught through the medium of Arabic; which is much the same as if in English schools, it were taught through the medium of Greek or Hebrew.

Dr. Sprenger was anxious to introduce a radical change, both in the system of instruction and in the course of study. With reference to the latter he said, "The literature which the Mahomedans in India cultivate, may be compared with the Latin literature of the darkest period of the middle ages." What he wished to do was to revive the more ancient Mahomedan literature, which, he conceived, was scarcely inferior to the classical writings of the Greeks and Romans.

Mr. Clint, at that time the Principal of the College, was led by these remarks of the Examiner, and by what he had himself observed, to believe that any amelioration in the Madressa must be effected by a very extensive change in the method of teaching, under the superintendence of a person who could give his whole time and energy to the task; secondly, by the introduction of such "vivifying" studies as history, geography, natural philosophy and practical mathematics, all then totally neg-

lected; and thirdly, by teaching these new subjects in Urdu and not in Arabic.

Some of these improvements were introduced. In the report for 1846-47 it is stated, that each class of the junior department was reading some work in Urdu containing European knowledge, in addition to the usual Persian studies. The youngest class of all was reading Urdu alone. These arrangements have been continued up to the present time; but there is a strong tendency on the part of the Moulvies to neglect these new studies, and to concentrate their attention upon the more abstruse subjects of Arabic Grammar and Logic. It is with the greatest difficulty, that the Moulvies can be prevented from teaching Logic even in the youngest classes.

Bengali. It was considered an object of importance, some years ago, to open a class in the Madressa for affording instruction in the Bengali language. The experiment has not been successful. The Principal of the College submitted the following report on the state of the class in June 1851:

"The Bengali class of the Madressa is in a declining state, so much so as to make it questionable whether it ought to be continued. The following statement exhibits the average daily attendance, since the reopening of the College in November last up to the present time.

Number present.	Number absent.
1½	1½

"The above exhibits the result of thirty visits made to the class at different times of the day, and extending through a period of several months. In one instance there were four pupils present, and in another three; somewhat oftener two, but most generally only one.

"The class was in much the same state last year. It does not appear that there is any real desire in the Madressa to learn Bengali; and it may be a question for the consideration of the Council whether the time has not arrived for abolishing the class as useless, a sufficient time having been allowed for trying what must have been regarded at first as a very interesting experiment.

"The smallness of the class cannot be attributed to any deficiency in the Pundit. It is to be attributed to causes which are not under his control, the chief being, as already mentioned, the absence of a taste for Bengali amongst the Mahomedans."

On receiving this unfavourable report, the Council determined to abolish the class.

Before closing these remarks on the course of study of the Madressa, it will be proper to take some notice of

the classes for affording instruction in the Government Regulations and in Drawing.

The Regulation class, as it is usually called, is composed of both Mahomedans and Hindus, and sometimes one or two Christians seek admission into it. It is found to be a useful preparation for the public Examinations which are held for the office of Moonsiff or inferior Law officer, and a knowledge of the Regulations is sometimes considered desirable in candidates for other situations. A fee of 2 rupees a month is demanded from those who attend this class, which is an exception to the general rule that prevails in the Madressa. It is well known that both Hindus and Mahomedans, more especially the former, have great aptitude for acquiring a verbal knowledge of such a subject as the Regulations. One of the Examiners reports, that the students answered with great readiness all the questions that were proposed. They were able to tell the chapter, section, and clause, of any particular regulation, and to quote whole paragraphs of it from memory.

Of the Drawing class little need be said. Only a few of the students attend it, although no fee is demanded. It has no influence in the annual Examinations, and is therefore neglected by those who are eagerly competing for scholarships. Of those who attend the class, scarcely any get beyond copying from prints.

Section IV.

Funds. Tuition Fees. Number of Students.

The College is supported by the surplus funds which accumulated while the will of Mahomed Mohsin was under litigation, added to one ninth share of the Trust Estate in the district of Jessore. The surplus funds, which are invested in Government securities, amounted after certain deductions, to 7,87,400 rupees a year, the interest of which somewhat exceeds 40,000 rupees a year. The value of the one-ninth share of the Trust Estate, varies from 6,000 to 9,000 rupees annually. To these must be added the tuition fees, which now amount

to 8,000 rupees a year. The total income may be estimated at 55,000 rupees annually.* The ordinary expenditure amounts to 62,000 rupees. The difference between the fixed income and the expenditure, is supplied by Government.

In addition to the Government scholarships, there are two Zemindary scholarships of 8 rupees a month, paid from the balance of a fund subscribed for building the Branch School at Hooghly. It is a condition of the award of these scholarships, that when Branch School and College competitors are found equal, the former shall have the preference. There is also a senior scholarship of 18 rupees a month, arising from the interest of a sum of 5,000 rupees, placed at the disposal of Government for educational purposes by Ranee Katiani, who owns extensive landed possessions in Bengal. There is also, as in the other Colleges, one junior scholarship open to the competition of out-students.

For some time after the College was established, no tuition fees were demanded; and to this cause may partly be attributed the great influx of candidates for admission. The class-books were also given gratuitously. It was the wish of the General Committee, almost from the first, that those who could easily afford it, should pay the full price of the class-books, and the rest half the price. A rule was passed to this effect, which, however, does not appear to have been acted upon for several years. In the senior classes especially, books continued to be lent to the students up to a recent period; a deposit of money being only required, which the student forfeited, if

The income for the year 1847-48 was as follows:

Interest of Funds,	Rs.	42,998
⅛ share of trust estate,		6,740
Tuition Fees,		5,937
		55,675

In the annual report for 1844-45 the fixed income is given as follows:

Interest,	Rs.	51,064
Local Funds,		8,977
Tuition Fees,		3,827
		63,868

the books were not returned. At present, all the class-books are purchased by the students, with the exception of one or two of the larger works on History.

In 1839 when the College was fairly established, and it appeared that the call for education was genuine and decided, a tuition fee began to be demanded from those attending the English department. The total amount raised in that year from tuition fees was 1,259 rupees, or about 100 rupees a month. In the following year the amount was doubled; and since then there has been a gradual and steady increase, attended at the same time with a corresponding diminution of the number of pupils.

At first the amount of the fee was regulated according to the supposed means of the parents, as much as 5 rupees a month being demanded of some and from others only 8 annas. A large number were exempted from payment on the score of poverty. In 1845 the number of free pupils was 270, and it was then proposed gradually to reduce it to 100. In the following year the Council of Education went a step farther. They determined to discontinue gratuitous instruction entirely; and to demand a fixed rate from all without reference to the supposed means of the parents, which could seldom, except in very special cases, be accurately ascertained. A minimum rate of 3 rupees a month for the senior department, and 2 rupees a month for the junior department, was in future to be levied from all the pupils. These rates are still adhered to.

In 1849 a proposal was submitted to the Council of Education to reduce the tuition fee of the last class to 8 annas, there being private schools in the neighbourhood in which education was obtained at a still lower rate. The Council would not agree to the proposal. It was not their wish, they said, merely to secure the filling up of the classes in their own Institutions, but to cause the general extension of education. In a similar spirit they have on other occasions expressed their unwillingness to interfere with private enterprize, either in the way of affording a gratuitous education or by demanding a very small fee. In the last report it is stated, that many applications had been made during the year for admission free of charge. These applications were all reject-

ed, and the rule strictly adhered to of making the pupils pay. One reason assigned for this unbending strictness is, that there are now at Chinsurah good private schools, where a gratuitous education is afforded to all who are unable to pay.

It is to be observed that the foregoing remarks regarding tuition fees, apply to the English department only. The students of the Madressa pay nothing, with the exception of a few who attend the Regulation class. The question of demanding a tuition fee from the students of the Madressa, is at present engaging attention. The Principal of the College is decidedly in favour of it, and has lately endeavoured to draw attention to the subject in a letter addressed to the Council of Education. That letter contains the following observations.

The two hundred Mahomedan students attending the Madressa, do not pay a single rupee for their education; whereas in the English department, which is under the same roof, the Hindu students pay eight thousand rupees yearly in tuition fees.

The introduction of the paying system into the Mahomedan department, would do good in various ways. At present when a boy seeks admission, there is no means of knowing that he is really desirous of improving himself. A considerable number in this Madressa, at least one third of the whole, consists of an idle class, who can scarcely be acted upon by any motive, either of fear or favour. The discipline of the College does not reach them. As they were admitted without much desire of profiting by the education afforded, so if reprimanded or dismissed, they receive the reprimand or dismissal with scarcely any regret. The simplest and most effectual way of getting rid of all such, is to make them pay for their education. The apathetic mass being removed, the Institution would acquire an activity and vitality which it never possessed before. The effect would indeed be to diminish the number of students; but the improved character of the Institution would so raise it in public estimation, that the number would, notwithstanding the pressure of tuition fees, rise nearly to what it was before, with all the advantages added of improved discipline and a corresponding advance in the acquirements of the students.

It may be thought that the demand of a tuition fee would spread dissatisfaction among the Mahomedans, and it may also appear objectionable in principle, as being too wide a departure from the intentions of the Founder. To obviate these objections, it might be provided that the whole amount raised from tuition fees should return to the students, in the form of prizes and scholarships to the most deserving. If this were done, there would be little or no dissatisfaction, or at least no substantial ground for it. Nothing would be taken from the general body of the students; a tax would only be levied on the idle, for the reward of the industrious and intelligent.

The rate of payment which was proposed for the Madressa, was one rupee for the junior, and two rupees for the senior department. The Council of Education have lately sanctioned the introduction of tuition fees into the small Persian School at Hooghly; but as regards the Madressa, the question is still under consideration.

Statement of Students and of Tuition fees from 1836 *to* 1851.

Year.	Total number of Students.	Number of paying students.	Tuition fees. Rs.
1836-37	1271	0	0
1837-38	1024	0	0
1838-39	915	*	782
1839-40	941	130	1,259
1840-41	983	281	2,767
1841-42	964	252	3,300
1842-43	959	281	3,972
1843-44	891	372	4,182
1844-45	840	378	3,827
1845-46	803	382	4,759
1846-47	716	385	5,867
1847-48	663	355	5,937
1848-49	614	374	6,176
1849-50	589	359	6,881
1850-51	560	346	6,995

The amount of tuition fees for the present year, is upwards of 8,000 rupees.

Religion of the students, and the number learning different languages.

Year.	Hindus.	Mahomedans.	Christians.	Number of Students learning.	
				English and Bengali.	Arabic and Persian.
1836-37	1068	169	34	1013	197
1837-38	751	251	22	750	274
1838-39	651	238	26	657	258
1839-40	651	273	17	657	258
1840-41	681	288	14	706	240
1841-42	621	327	16	658	219
1842-43	574	373	12	572	233
1843-44	618	263	10	632	247
1844-45	584	248	8	607	209
1845-46	552	182	13	622	213
1846-47	507	201	8	585	223
1847-48	448	201	14	511	221
1848-49	417	185	12	415	199
1849-50	420	165	4	409	180
1850-51	407	151	2	397	163

Since 1845 about 60 of the Mahomedan pupils have also learnt Urdu, which is their vernacular tongue. Rather more than one half of these read Urdu along with Persian; and the remainder read Urdu alone, in the youngest class, preparatory to beginning Persian.

It has not been thought necessary to give the numbers for the English department and the Madressa separately. It is sufficient to mention that those who are marked as learning English and Bengali, belong to what is called the English department, and those who are marked as learning Persian and Arabic belong to the Madressa or Oriental department. The number of the former which in 1850-51 had fallen below 400, has again risen above it, and is now just about equal to what it was in 1849-50. There has also been an increase during the past year, in the number of students attending the Madressa.

It is also to be observed that the non-paying students, the number of whom would appear from a comparison of the second and third columns of the first Table to be still considerable, belong principally to the Madressa, where the education is still entirely gratuitous.

It has been already noticed, that within the first three days after the College was opened in August 1836, about 1200 pupils were entered in the English department alone, and about 300 in the Madressa or Oriental department. This was a much greater number than the building could conveniently accommodate. Some of the least promising were removed; others left of their own accord when the novelty was past. On the 31st of December of the same year, the number in the English department had diminished to about 1000, and in the Oriental department to about 200. From that period, there has been a gradual decrease in the number attending the English department, caused mainly by the rigor with which the rules are enforced with respect to tuition fees, and in some degree to the care which is taken to admit none who are above a certain age, unless they have reached a certain standard of proficiency. If it were not for these restrictions, it would be easy to draw to the Institution a much greater number than the building could conveniently accommodate. These unfavourable influences appear to be now balanced by the growing demand for education in the district, and by the ability of the parents to pay a tuition fee of two or three rupees a month. It is confidently expected that there will be no further decrease in the number. During the year that is passing, there has been for the first time, with one or two doubtful exceptions, since tuition fees were introduced, an increase in the total number of students attending the English classes, in which department nearly all pay for their education. There has also been a very decided increase, in the annual amount raised from tuition fees.

With regard to the number on the rolls of the Oriental department, it is a matter of inferior interest. The students do not pay anything. The attendance depends very much upon accidental circumstances, and affords no proper criterion of the desire which exists for education.

There used in former years to be a considerable number of East Indian youths in the College. After the first few years the number rapidly diminished; and since the establishment of the Missionary school in the immediate neighbourhood, the few who remained have mostly gone over to that Institution, in which instruction both of a secular and religious kind is supplied gratis.

Section V.

General Remarks.

According to one of the early rules of the College, honorary and pecuniary rewards were only open to the competition of students whose age did not exceed 20 years. By this means, it was hoped, the attendance would be prevented of grown up men, who ought to be out in the world earning a livelihood. But the rule has never been strictly observed in the Oriental department. At the present moment, the age of a large number of the scholarship-holders, or of those who have recently held scholarships, is above 25 years, and, in a few instances, verges upon 30. In the English department, the students are seldom more than 21 or 22 years of age.

It has been long a standing subject of complaint, that the students of the Oriental department are very irregular in their attendance. In the annual report for 1838-39, it is stated that there was reason to believe that some did not make their appearance except at the annual Examination, when they attended for the purpose of securing the pecuniary prizes. In 1846, at a time when the utmost vigilance was used to enforce regularity of attendance, only 120 on an average, were present out of 200.

Various causes have been assigned for this indifference on the part of the students, the most obvious of which are that the instruction costs nothing, and is therefore less valued, and that the studies of the Madressa are really uninteresting. It has also been shrewdly suspected that one cause of the irregularity, is an inclination on the part of the Moulvies to increase the number on the rolls, with the view of shewing that the Madressa maintains its popularity. This leads them to enter on the books, the names of many who do not mean to attend.

One of the most obvious means of improving the Madressa, would be to introduce the more interesting branches of European knowledge. When the College was opened, an evanescent effort was made in this direction. One of the Moulvies professed to teach Astronomy, according to the Newtonian theory. It was also proposed to impart to the students a knowledge of Physical Geography. But at present, the Madressa may be said to be completely locked and barred against all such knowledge.

In the Anglo-Persian class a slight knowledge is obtained of the English language, but not sufficient to rouse the attention of the students, or to qualify them to understand the truths of science, or even to appreciate our light literature.

The Deputy Governor of Bengal, in addressing the students of the Madressa in 1846, observed that the College established by the bequest of Mahomed Mohsin, was designed, so far as the instruction of those of the religion of the Founder was concerned, principally for the acquisition of Mahomedan literature and more especially of the Arabic language. He was far from advising them to confine their attention to Oriental literature. He observed that the ancient languages of Greece and Rome, had been for ages the exclusive objects of study in Europe, just as the language and literature of Arabia and Persia were here. But in Europe, the attention of the rising youth was now directed to other objects also, to philosophy, the arts and sciences, and to the living languages of other countries. Similarly, the rising youth of India should advance with the advancing condition of the world, and particularly they ought to be familiar with all those lights which modern science had thrown on the subjects most interesting to mankind.

It is sufficiently well known that there exist in the Mahomedan community certain rival sects, that regard each other with the most intense jealousy. A curious instance of this feeling was exhibited between the rival sects of Sheas and Soonees, a little before the College was founded. Mahomed Mohsin the Founder, belonged to the Shea sect. The Sheas preferred a claim that the benefits of the Institution should be confined to themselves. This roused the indignation of the Soonees, who presented a petition to Government, praying that the Institution might be opened to students of their persuasion likewise. The reply of Government was as follows:

"The Governor General in Council having taken the object of your petition into his consideration, has directed me to inform you that the large endowment for the intended College at Hooghly, will certainly not be applied to provide instruction for only one, or for any one peculiar sect of Mussalmans.

"An Institution of such a nature, established on so large a scale, and with no definite mention of its being set on foot for the dissemination of the peculiar doctrines of a particular sect, cannot under the supervision of the British Government be perverted to an into-

lerant purpose. The spirit of the Government of the English in India as regards religious belief, is to allow the uninterrupted exercise of all forms of worship according to all creeds, and unrestricted liberty to the professors of these creeds to teach and preach, each according to his own doctrine.

"The introduction of separate classes of doctrinal instruction in the proposed College, the funds of which are sufficiently ample to provide both for Soonee and for Shea Teachers, in the proportion that pupils may offer desiring instruction in either doctrine, will effectually prevent confusion of the sects, and allow the extension to each of equal educational advantages.

"The Governor General in Council, cautions the petitioners to desist from exciting those of the opposite sect to any further disagreement on religious points, in as far as the College is concerned the question being set at rest by the admission of both to the same benefits."

This set the matter at rest for a time, but the feeling of jealousy between the rival sects is not yet subdued. Thus we read in the annual report for 1849-50, that a dispute arose between the senior Shea Moulvy and the senior Soonee Moulvy as to who should teach the Hidaya, a work on Mahomedan Law and Religion. The question was discussed between the two Moulvies with a feeling of intense interest, and in the true spirit of intolerance. Each had much to say on the subject, and each appeared to himself and to his own party to have the best of the argument. At last it was referred for decision to the collective wisdom of the Council of Education, who passed the following Resolution:

"That both the Soonee and Shea head Moulvies be allowed to teach the Mahomedan Law required in the Company's Courts, only on the assumption that it can be taught without reference to the doctrinal differences between Shea and Soonee; and, if it cannot be taught without reference to religious dogmas, that its study in the College will be prohibited altogether." This was a decision which was not anticipated, and it had immediately the effect of allaying the dispute.

The English and Arabic departments of this College, have always been under the same roof and under the same superintendence. A few years ago it was proposed to separate the two departments, by removing the Arabic students to another building, and placing them under the superintendence of a distinct European Principal well versed in Arabic. The reasons on which the proposal was based were, that the two departments were too large

to be accommodated in the present building, and that the Arabic department alone was sufficient to occupy the whole attention of one Superintendent. The following remarks by the Principal of the College, published in the annual report for 1846-47, are in unison with these views :

"There is, however, a great deal remaining to be done. I have had sufficient experience in the Madressa, to see that it may be brought up to any standard which the Principal himself is equal to. But it requires unceasing watchfulness and a spirit that never flags. To do it justice, to develope all the mental resources and good qualities of the students of the Madressa, as well as when necessary to regulate their conduct, to check bad habits, which, without vigilance, will ever be rising, and to superintend the labours of their teachers are, in my opinion, sufficient to constitute the work of one man; of one who should be continually employed in passing from one to another of the fourteen classes in inspecting their conduct and regulating their reading.

"Without the constant presence of a European Superintendent, the Madressa will never be what it ought. I am obliged, for instance, to take the register of attendance twice a day, at the beginning and end of the school hours, to prevent the students, and even the stipendiary scholars, from going away before the appointed time. This evasion arises partly from their idleness, I presume, partly from their studies not being sufficient to fully occupy their attention, and partly from the smallness of the amount of learning that is rigorously exacted from them at the annual general and scholarship Examinations. But if the students are idle, it must not be forgotten that at school they may under proper training become industrious, and I think that justice to the students and the advantage of society both require that this training should be entered on; and as I have submitted before, it is my opinion that what is needful can only be done by a Principal who has no other charge."

The Council have looked with shyness on this proposal. It would involve expense. It is also justly considered of great importance, to bring the two classes of students who attend the English and Oriental departments into association with one another, and to promote an amalgamation and fusion among them instead of creating barriers of separation.

It may be doubted, too, if all the good that was anticipated, in stimulating to diligence and in improving discipline, would follow from the appointment of a Superintendent to this distinct charge. We have an analogous case in the Calcutta Madressa. It has a Principal to itself. When all the good that has been anticipated shall have been realized there, it will be time enough to adopt a similar course in reference to this Madressa.

Of the two divisions of the College, the English department must be regarded as by far the most important. Not only is there a larger number of students than in the oriental department, but the fact of 8000 rupees being annually paid by the pupils for instruction, affords indubitable proof of the extent to which English education is appreciated in the district. We have no such test by which to judge of the desire for Oriental learning. Not only is the instruction gratuitous, but the Moulvies, who are well paid, draw a certain number of their dependents after them, the scholarships and prizes attract others, and thus there is no means of ascertaining the real demand for Oriental learning either for its own sake, or for the permanent advantages which it draws along with it.

It has also been long felt that the Oriental department is in point of discipline, in a very unsatisfactory state compared with the English department. There is less regularity of attendance, less interest in study, and less desire for improvement. Dr. Sprenger, a competent judge, whose bias if any might be expected to be on the Oriental side, declared it as his opinion in 1845, that little good would arise from this and other Madressas, so long as they remained on their present footing. Even the best pupils merely obtained a superficial knowledge of Persian, were able to translate "by rote" Arabic books which in themselves were perfectly useless, and acquired a superficial knowledge of Mahomedan Law. Their intellect, feelings and taste remained uncultivated.

In the annual report for 1836, it is stated that it was the wish of the General Committee to have at Hooghly a College for the instruction of 600 students, and an elementary school in its neighbourhood with accommodation for 800 pupils. It would appear from this that, at the outset, it was the design of the Committee that the Institution should be more essentially a College than it has yet become. The object, though it has not been fully attained, has not however been entirely forgotten. In 1849 the Council of Education, in reply to a proposal to lower the tuition fee in the junior classes in consequence of there being private schools in the neighbourhood in which instruction was afforded gratuitously or at a very moderate rate, stated that they desired the general ex-

tension of education, and if this was effected by private enterprize the object was not only completely fulfilled, but the establishment of private schools in the district, would gradually enable the Council to render the College essentially a Collegiate Institution.

CHAPTER V.

DACCA COLLEGE.

Section I.

Foundation and early History.

In 1835 the General Committee of Public Instruction determined to establish a School at Dacca, with the view of its being eventually enlarged into a provincial College. The Institution was opened in July 1835, and by the end of the year 136 pupils were on the rolls.

In the annual report for 1835, it is stated that the school opened under "the most favourable auspices." About 5,000 rupees were subscribed by the European and Native Gentlemen of the district. Ram Lochun Ghose, Sheristadar to the Board of Revenue in Calcutta and a Native of Dacca, presented a donation of 1,000 rupees; which was invested in Company's Paper, and the interest of which has been since available for prizes to the best students.* At a subsequent period, Ram Lochun offered a second donation of 3000 rupees, towards the support of a Patsala in connection with the College, on the condition that admission should be restricted to Hindus of certain castes only. The offer was not accepted, as it was accompanied with a condition with which the General Committee could not comply.

In a few years the number of pupils increased to upwards of 300, and satisfactory progress having also been made in the ordinary branches of instruction, the school

The following is an extract from Ram Lochun's letter to the General Committee of Public Instruction, intimating his desire to contribute to the object of establishing a school in his native city. "For the accomplishment of an object so laudable, it is, I am persuaded, the bounden duty of every one having the least regard for the prosperity of his own country, to contribute as far as lies in his power; and this sentiment induces me to subscribe for the Institution to the extent of rupees one thousand, a sum too much for an individual in my circumstances to afford without inconvenience, but which I have ventured to appropriate for the benefit of my countrymen, considering that every person, whether rich or poor, ought to advance so far as lies in his power the cause of education."

was in 1842 converted into a College. Larger funds were placed at its disposal. A Principal, who had recently arrived from England, was appointed to superintend it. The staff of teachers was also increased, and a new building was erected for the accommodation of the pupils.

The College is superintended by a local Committee, consisting of the principal Government officers of the station. The Principal of the College is a member of the Committee and acts as Secretary.

When the Institution was opened in 1835, some of the pupils had received a little previous instruction in English, of a very defective kind. The rest had to begin with the alphabet. The higher classes were chiefly composed of adults, who having commenced their education late, were not likely ever to make much progress. The Committee founded their hopes of success more upon the pupils of the younger classes, who had commenced their education earlier and who had more time before them.

In the annual report for 1837 it is stated, that the most advanced pupils were reading Goldsmith's history of England, and understood some of the propositions of the first book of Euclid.

In 1841 the studies of the senior classes were considerably more advanced. The Committee were disposed to think that the attention of the pupils was directed to too many subjects, and they wished it to be understood that they attached more importance to the possession of a correct knowledge of the subjects taught, than to instruction being given in a number of subjects superficially. When Mr. Ireland, the first Principal of the College, joined his appointment in 1842, he found the same boys reading the history of Greece, Rome, England and India simultaneously. He pointed out that it would be much better to read only one book on History at a time, and when it was thoroughly understood, the pupils might then take up another.

Mr. Ireland also reported that the boys had great difficulty in expressing themselves in English. His previous connection, for a few months after his arrival in India, with the Hindu College, where the young men speak English with the greatest ease and correctness, may have led him to form too high expectations.

The studies of this College are now on a level with those of the Hindu and Hooghly Colleges. The students of the

former, compete at the annual scholarship Examinations with those of the latter. The attainments of the most advanced students in all these Colleges are nearly on a par. The main difference, if difference there be, consists in the greater number of proficient students in the older Institutions.

In 1845, the Principal proposed that the Native masters who teach English in the junior classes, should also be required to teach Bengali. This proposal was sanctioned, and the Committee were directed to dispense with the services of the junior Pundits, and to employ one really efficient Pundit to teach Bengali in the senior classes only.

Ram Lochun Ghose, when he visited Dacca in 1836, was invited by the General Committee to offer any suggestions which might occur to him for the improvement of the Institution. In reply to this invitation, he said that he was inclined to believe it would be conducive to the interests of the Institution, if the power of admitting and dismissing pupils were vested in the local Committee, instead of the Headmaster, " a single individual whose judgment may sometimes be biassed in favour or against certain of the pupils." It is not stated whether the General Committee acted upon this suggestion; but there can be no doubt that the apprehensions of an undue bias in the mind of the Headmaster, in favour or against certain pupils, may be considered quite groundless, when the office is held by a respectable European, who would in such cases act with the strictest impartiality. To a European who had never visited India it would appear wonderful, that an enlightened Native should for a moment entertain a different opinion. This tendency to lay hold of an inferior motive in preference to a higher one, which is one of the characteristic features of the Natives of this country, seems to take its rise from that general distrust and suspicion which they are obliged to exercise, when judging of the motives of one another. They are prone to think that a European will act, precisely as they themselves would act in the same circumstances.

Section II.

Funds. Tuition Fees. Number of Students.

From 1835 to 1839, the annual expenditure of the School was about 6,000 rupees. From that period up to

1842 it rose gradually to 11,000 rupees. In 1842, when the School was enlarged into a College, the expenditure suddenly rose to 20,000 rupees a year; and since then there has been a gradual increase. The average expenditure at present is rather more than 30,000 rupees a year, the whole of which, with the exception of the tuition fees, comes from the general Educational funds.

In 1836 the General Committee suggested the expediency, of "bringing under contribution" those Parents who were able to pay for the education of their children. The local Committee stated in reply that an attempt would be made to raise a small sum from the pupils; but they were not very sanguine of immediate success, as the Natives were not very willing to part with their money, and, in many cases, had no money to give.

In 1838-39 about 300 rupees were raised from tuition fees. There was at the same time a considerable falling off in the number of pupils. The local Committee were of opinion, that the paying system had been introduced too soon. The General Committee directed that the system should be introduced by degrees and cautiously. The local Committee understood this to mean, that the system was to be relinquished by degrees. In 1840-41 the tuition fees had diminished to 23 rupees, and for the next three years not a farthing was raised from this source. Books and stationery were, moreover, supplied gratuitously.

In 1843 the attempt was renewed to make the students pay for the books and stationery supplied out of the College store; and, though obstinately resisted for a time, it was at last completely successful. From that time the object was also kept steadily in view, of making the boys generally pay a tuition fee. The enforcement of the rule was attended with a diminution in the number of pupils, which was not, however, regarded as an unfavourable sign. In 1845 Government directed that the rules for admission should in no instance be relaxed, and that a tuition fee should be demanded from every boy without exception.

In the year 1844-45 the amount of schooling fees was 600 rupees; and since then there has been a gradual and uninterrupted increase. The schooling fees now amount to nearly 5,000 rupees a year.

The school opened in 1835 with about 150 pupils. During the next three years the number rose to about 300, all of whom received gratuitous instruction. The introduction of tuition fees in 1839 brought down the number of pupils to about 200, after which, on the rule demanding a fee being relaxed, it rose to 360. On the rule for payment being again rigorously enforced, there was again a gradual diminution of the number. The junior classes were also relieved of the adults, which diminished the number still further. In 1846 the number of pupils was about 200. Since that time there has been a gradual increase, both in the number of students and in the amount of tuition fees, shewing unmistakably that the Institution has been gaining ground in public estimation. Last year there were 380 on the rolls, a larger number than at any former period. A considerable number of private schools have sprung up in the district, from which recruits are drawn to the College. Recruits are also drawn occasionally from Chittagong and one or two other distant schools, the junior scholarships in which are tenable at this College.

Statement of Students and of Tuition Fees from 1835 *to* 1851.

Year.	Total number of Students.	Number of paying Students.	Tuition Fees. Rs.
1835-36	144	0	0
1836-37	137	0	0
1837-38	314	0	0
1838-39	341	68	301
1839-40	213	31	361
1840-41	229	14	23
1841-42	342	0	0
1842-43	364	0	0
1843-44	335	0	0
1844-45	342	133	601
1845-46	302	281	1,613
1846-47	211	190	3,210
1847-48	283	225	3,039
1848-49	325	270	3,524
1849-50	340	306	4,375
1850-51	383	352	4,909

Statement of Students according to their Religion.

Year.	Hindus.	Mahomedans.	Christians.
1835-36	128	10	6
1836-37	127	3	7
1837-38	277	25	12
1838-39	274	34	33
1839-40	188	11	14
1840-41	197	13	19
1841-42	277	41	24
1842-43	320	30	14
1843-44	303	18	14
1844-45	301	24	17
1845-46	263	18	21
1846-47	172	13	26
1847-48	227	20	36
1848-49	266	19	40
1849-50	279	15	46
1850-51	323	29	31

The only languages studied in this College are English and Bengali. It will be observed that while the greater part of the students are Hindus, there is also a considerable sprinkling of Mahomedans and Christians.

The College at Dacca, is the most important Government Seminary in the eastern provinces of Bengal. The steady progress which it has made within the last seven or eight years, leaves no room to doubt that it is contributing largely, in diffusing the light of European knowledge over what has sometimes been called the Bœotia of Bengal.

These remarks may be closed with an extract from the speech of Mr. Bethune, the late President of the Council of Education, when he visited the College in 1849 for the purpose of being present at the annual Distribution of Prizes.

"There is indeed a strange contrast in the two different trains of thought to which the contemplation of this old metropolis gives rise, according to the aspect in which it is viewed. In a material point of view, I am surrounded by indications of perished greatness; I am among the ruins of splendour and magnificence, which belong to

the history of by-gone ages; a rank vegetation insults the ruins of your temples and palaces; and the encroaching jungle seems almost to dispute with man possession of the soil, and reclaims it for the wild beasts of the field, its old inhabitants. But, when I turn to the noble Institution in honour of which we are met here to-day, all that is sad and desolate disappears; and everything is young and fresh, and full of hope and promise. I recognize here a new and abundant source of unfailing greatness, the greatness which is inseparable from the growth of learning and intellectual superiority. The old fame of your manufactures is spread already throughout the world; but the work which we have now in hand is of a finer and more subtle texture than even your boasted fabrics of 'gossamer' and 'woven wind,' the most gorgeous and exquisite embroidery which ever did honour to a Dacca loom is not so precious as the rich adornments of human intellect, of which this Institution is the busy workshop, and of which you are the active intelligent instruments."

CHAPTER VI.

KISHNAGUR COLLEGE.

Section I.

Foundation.

In 1811 it was proposed to found a College in the district of Nuddea, where a large proportion of the population are Brahmins, for instruction in Sanscrit literature. The idea was subsequently abandoned, and no steps were taken by Government until a comparatively late period, to promote education in this district.

In the year 1843 a sum of money amounting to 3,600 rupees, was subscribed for the establishment of an English School at Kishnagur. The support of Government was solicited, but the limited educational funds rendered it inconvenient to afford any aid at that time. The subscriptions were therefore, with the consent of a majority of the subscribers, made over to a Missionary School already established in the neighbourhood.

In the early part of 1845, the attention of Government was directed to the extension of English education. It was determined to establish an Anglo-vernacular College at Kishnagur, with schools subordinate to it in the neighbouring districts. On the 1st October a notification announcing the intention of Government, was widely circulated for the information of the inhabitants. The following are extracts from the notification:

"The Governor General of India in Council having sanctioned the foundation of a College at Kishnagur, in the district of Nuddea, it is hereby notified for general information, that the College will open for the admission of pupils on the first of November 1845, and instruction will commence as soon after that date as possible.

"All applicants will be admitted into the College without reference to religion or caste, provided they are within the prescribed limits as to age, and provided they agree to pay for their school

books and to contribute a monthly sum towards the expense of their education.

"The Governor General in Council has also authorized the establishment of zillah schools in the districts of Burdwan and Bancoorah, which will open for the admission of pupils on the first of November 1845. To each of these schools, as well as to the school already established at Jessore, are attached four junior scholarships of 8 rupees a month each, tenable at the central College at Kishnagur, which, together with other prizes, will be awarded to the most successful pupils at each annual examination.

"The object of the Government in thus providing the means of a liberal and cheap education for the inhabitants of these populous districts, is to advance their moral and intellectual condition, and to fit them for taking that part in the administration of public affairs, which it is the declared intention of the Legislature to give them, and which, on every consideration of sound policy, it is obviously desirable they should possess."

The object excited considerable interest in the district, which was in no way diminished by this public notification by the Government. In a short while, 13,000 rupees, which were afterwards increased to nearly 15,000, were subscribed for building a College.

The College was opened on the first January 1846, in a house hired for the purpose. In January and in the following month of February, about 250 pupils were admitted. The tuition fee was fixed at 3 rupees for the senior, and 2 rupees for the junior classes. The Committee were authorized to allow each donor of 1,000 rupees, to send one free student to the College. The donor thus enjoyed the privilege, of paying for the education of his young protegé, about double the usual rate of schooling.

The Inspector of Schools in his report for the year 1847-48, drew attention to the advanced age of the students. More than half of them were young men. When the College opened, he said, the Committee were anxious to show a large numerical attendance, and admitted all who were willing to pay the tuition fee, without regard to their age. The indiscriminate admissions, he added, which at first took place, no doubt contributed to make the Institution exceedingly popular.

At the same time, the Inspector was not inclined to recommend the immediate dismissal of the old students. This was not necessary. The object, he thought, would be gained equally well, and without the same appearance

of harshness, by regulating properly the annual promotions. As a general rule, the old boys would sink to the bottom of the classes. They would be left there, if care were taken to promote none who were not duly qualified, and would of their own accord gradually withdraw.

In 1846, Mr. Weitbrecht, the Church Missionary at Burdwan, wrote to the Committee requesting that some of the most advanced boys of his School might be allowed to join the Government College. The request was, of course, readily complied with.

The students of this College have risen rapidly to a high state of proficiency. They compete for scholarships, at the annual Examinations, with the students of the other Colleges; and two years ago, the first place in merit was occupied by a young man who had been educated at Kishnagur.

Section II.

Funds. Number of students. General remarks.

The expenditure of the College in 1846-47 was 23,000 rupees; in 1848-49 it had risen to 29,000 rupees, and in 1850-51 to 36,000 rupees. This is all drawn directly from the general educational funds; with the exception of about 5,000 rupees gained from tuition fees.

Statement of Students and of Tuition Fees from 1845 *to* 1851.

Year.	Total number of Students.	Number of paying Students.	Tuition Fees. Rs.
1845-46	289	275	2,110
1846-47	256	235	5,999
1847-48	242	217	5,832
1848-49	231	203	5,802
1849-50	204	175	4,979
1850-51	213	185	5,109

Statement of Students according to their Religion.

Year.	Hindus.	Mahomedans.	Christians.
1845-46	283	3	3
1846-47	251	1	4
1847-48	238	2	2
1848-49	227	2	2
1849-50	198	5	1
1850-51	205	7	1

The only languages taught in the College are English and Bengali.

In 1849, some dissatisfaction arose among the parents of the students, in consequence of discussions among the latter respecting certain Hindu customs. It was erroneously supposed that these discussions formed part of the studies of the College. The Principal put himself in communication with some of the most respectable inhabitants, and succeeded in allaying the alarm.

In the last annual report it is stated that the number of students does not increase; partly, it is said, on account of the strict enforcement of the rules respecting age and qualifications for admission, and partly because the more wealthy classes in the adjacent districts prefer sending their sons to the larger Colleges.

The College has, however, done exceedingly well. A gradual improvement has been effected in the essential points of discipline and general proficiency. If the number of students does not increase, it must be remembered that a heavy tax is laid upon admissions by the demand of a tuition fee. Every thing considered, the Institution has met with more success in every respect, than could have been anticipated at the time it was founded. Its success in the first stage of its progress, has been greater than that of the Hindu College of Calcutta for many years after the latter was established. This single fact sets in a clear light, the great extent to which the desire for English instruction has increased, among a large class of the population, within the last thirty years. There is now a greater desire for instruction in English in a provincial district one hundred miles from Calcutta, than existed

thirty years ago in Calcutta itself with all its wealth and other advantages.

The district of Nuddea has been long famous for its Sanscrit scholars. It has also been rendered in some sense classical, as the place to which Sir William Jones retired, during his vacations, to perfect himself in the Sanscrit language. The question is apt to arise, what measure of success would a Sanscrit College have met with, if one had been established in this district, as was proposed in 1811? It is scarcely probable that its success would have been greater, than has attended the Sanscrit Colleges of Calcutta and Benares. Instead of a healthy Anglo-vernacular Institution in which the students cheerfully pay something for their education, we should, in all probability, have had a smaller number of students receiving gratuitous instruction, and consisting chiefly of the friends and dependents of the Pundits, and of others attracted by the prospect of pecuniary Prizes. It may be considered fortunate, that instead of a Sanscrit College for the cultivation of a dead language and of an obsolete or obsolescent literature, there has been established an Anglo-vernacular Institution for the cultivation of the spoken language of the people, combined with instruction in the English language with its rich store of literature and science.

CHAPTER VII.

SANSCRIT COLLEGE OF BENARES.

SECTION I.

Foundation and Superintendence.

IN 1791 Mr. Jonathan Duncan, who held the appointment of Resident at Benares, proposed, in a letter to the Governor General, that a certain portion of the surplus revenue of the province, should be set apart for the support of a College for the cultivation of Sanscrit literature. He requested permission to devote to this purpose 14,000 rupees a year, to be afterwards increased to 20,000 rupees.

The following are some of the advantages which were anticipated from this measure, and which it is desirable to give in Mr. Duncan's own quaint words.

"Two important advantages seem derivable from such an Establishment; the first to the British name and nation, in its tendency towards endearing our Government to the native Hindus, by our exceeding in our attention towards them and their systems the care even shewn by their own native princes. For although learning has ever been cultivated at Benares in numerous private seminaries, yet no private Institution of the kind here proposed ever appears to have existed; to which may in a considerable degree be attributed the great difficulty of our now collecting complete treatises on the Hindu Religion, Laws, Arts and Sciences, a defect and loss which the permanency of a College at Benares must be peculiarly well adapted to correct and recover, by a gradual collection and corrections of the books still to be met with, although in a dispersed and imperfect state, so as with care and attention and by the assistance and exertions of the Professors and students to accumulate, at only a small comparative expense to Government, a precious Library of the most ancient and valuable general learning and tradition now perhaps existing in any part of the globe.

"The second principal advantage that may be derived from this Institution will be felt in its effects, more immediately by the Natives, though not without being participated in by the British subjects who are to rule over them, by preserving and disseminating a knowledge of the Hindu Law, and proving a nursery of the future doctors and expounders thereof, to assist European judges in the due, regular and uniform administration of its genuine letter and spirit to the body of the people."

The Governor General, Lord Cornwallis, having sanctioned the proposal, a certain number of Professors of the principal Hindu sciences were appointed, and the College was opened on the 28th October 1791.

At the outset the Institution was placed entirely under the control of a Native Superintendent or Rector, on a salary of 200 rupees a month. The first Rector was called "Sero Shastri Gooroo Tarkalankar Cashinath Pundit Juder Bodea Behadar," who, if his learning may be estimated by the length of his name, must have been a man of profound erudition. For the sake of brevity, we shall call him simply Cashinath Pundit. Eight Professors were engaged, six of whom received each a salary of 100 rupees and the two others 80 rupees each. After a while it was determined to increase the number of Professors, and to diminish their salaries. In 1800, there were twelve Professors, eight of whom received from 60 to 80 rupees a month, and four others 40 rupees.

The following are some of the original rules of the College, in which great tenderness is exhibited towards the religious prejudices of the Hindus.

It was determined that nine scholars, to be afterwards increased to eighteen, should be taught gratis; but no others "except a certain number of such poor boys whose parents or kinsmen cannot pay for instruction." All others who might be admitted, were to pay for their education.

The Brahminical Professors were to have a preference over strangers, in succeeding to the appointment of Rector, and the students in succeeding to Professorships, if they should on examination be found qualified.

The scholars were to be examined four times a year, in the presence of the Resident, "in all such parts of knowledge as are not held too sacred to be discussed in the presence of any but the Brahmins."

Each Professor was to compose annually a lecture for the use of his students, "and copies of such lectures as may lawfully be divulged" were to be delivered to the Resident.

The discipline of the College was to be "conformable in all respects to the Dharma Shastra in the chapter on education."

There were at first nine Foundation students, who received allowances varying from 8 to 15 rupees each. The records of the College from 1792 to 1799 are missing, and scarcely any thing can be now ascertained in regard to the number of students, and the changes which took place during that period. It appears that at some time previous to 1800, the number of Foundation students was increased to 20; one of whom received a stipend of 25 rupees a month; another 15 rupees; four others, 10 rupees each; and the remainder from 3 to 5 rupees each. There were also, in 1800, upwards of 100 scholars scattered over the junior classes, and who drew small stipends of one rupee, a rupee and a half, and two rupees.

It was part of Mr. Duncan's plan, to entrust the sole management and discipline of the Institution to the Native Rector. Under this arrangement he believed that students would be more inclined to join the College, when all fear was removed of European control, and of interference in the slightest degree with their ceremonies and religious prejudices. It would also, he thought, be an inducement for eminent Professors of Sanscrit to join the establishment, when they know that all due respect would be paid to the orthodox principles of Hinduism. But so far from this uncontrolled Native management contributing to the prosperity of the College, it had just the opposite effect. When Mr. Duncan left Benares, the Native Rector finding himself free from supervision and control, began to abuse his trust. He reduced in some cases the allowances of the Professors. When vacancies occurred, he appointed men of inferior acquirements. The allowances of the students were also in some instances reduced in value, or withheld altogether. Whatever was saved, went into the pocket of the Rector. As might be expected, much dissatisfaction existed. It was found that the Institution was doing no good, and was held in no estimation by the Native community. In the words of Mr. Brooke, the Governor General's Agent at Benares, "instead of being looked up to by the Natives with respect and veneration, it was an object of their ridicule. Instead of an assemblage of learned Hindus, it resembled a band of pensioners supported by the charity of Government."

Under these circumstances, Government directed the

European officers of the station to form themselves into a Committee, and to report upon the state of the College. At the first meeting of the Committee in May 1799, three of the Pundits were dismissed for neglect of duty. Subsequently two others were dismissed. The Rector was directed in future to have the names of the Pundits and stipendiary students attached to the pay rolls.

The orders of the Committee regarding the pay rolls, did not meet the views of the Rector, and he paid no attention to them. A fresh investigation took place in September 1800, when the following facts were brought to light.

It appeared that out of 202 scholars mentioned in Cashinath's bill, only about 50 attended regularly, from 50 to 70 attended once or twice a month, and the remainder had hardly been heard of even by name. For five or six years there had been only 11 Pundits employed instead of 12, the name of a fictitious Pundit being entered on the rolls and his pay regularly drawn. It was also found that the Rector was in the habit of extorting money, under various pretences, from the Pundits and scholars. There was an allowance of 120 rupees a month for stationery, and for providing writers to copy books for the College. It appeared that little stationery was used, and that the writers had never been engaged.

These revelations exposed to view a degree of knavery beyond what could have been anticipated. The President of the Committee was constrained to declare, that Cashinath Pundit was "the greatest villain he ever saw." An attempt was made to persuade him to disgorge part of the plunder, but without success. He said that "he would never comply with the orders of the Committee." He was subsequently removed from his office, and another Pundit was appointed acting Rector.

After this, nothing of importance occurred till January 1804, when Mr. Brooke, the President of the Committee, wrote a valuable minute in which he reviewed the past history of the Institution, and made certain suggestions for its improvement. The following is a brief outline of Mr. Brooke's opinions and suggestions.

He observed that the College had notoriously fallen into disrepute. He considered that a radical reform was called for, and that the constitution of the College must

be completely remodelled. If this was not done, the next best thing would be to propose its abolition.

He drew attention to the fact that no permanent successor had been appointed to the first Rector, and that the College had been for several years without any regular head. The person who was appointed acting Rector, had been pronounced deficient both in point of learning and respectability. It was desirable that an application should be made to Mr. Colebrooke, Professor in the College of Fort William, to recommend a learned Brahmin for the office of Rector.

The suggestions which he had to make for the improvement of the College, to which he invited the attention of the Committee, and to which he proposed that the sanction of Government should be solicited, were as follows.

In the first place, it would be expedient to frame a new set of rules which should regulate all points of discipline, and which should define generally the authority of the Committee and the duties of the Rector and of the Professors. Secondly, as the fund for the support of the College amounted only to 20,000 rupees annually, he suggested that the branches taught and the number of Professors employed should be limited, so as to enable the Committee to pay liberal salaries and thus secure the services of the best men.

As a further means of attracting learned Pundits, he would recommend that pensions should be granted to all the old Professors, after they became too infirm to perform their duties. For this purpose, the ordinary expenditure of the College should be adjusted on such a scale as would leave a saving out of the 20,000 rupees granted by Government, to form a fund from whence the proposed pensions should be drawn. It would also be advisable to request Government, to permit the surplus savings of past years to be added to this fund.

He proposed further, that an examining Committee should be appointed, consisting of Capt. Wilford and four learned Brahmins, and that none of the present Professors, except those who had been originally selected by Mr. Duncan, should be retained in their appointments, unless they appeared before this Committee and proved their qualifications. This Committee would also examine all new candidates for vacant Professorships.

There appears to have been some difference of opinion among the members of the Committee on some of these points. This caused delay, and, as far as appears, Mr. Brooke's propositions were not at this time carried into effect, or even submitted for the consideration of Government.

In July 1805, Mr. Brooke wrote a second minute. He regretted that impediments had arisen to delay the further consideration of the subject. He was still of opinion that the first step to be taken towards effecting a reform, must be the appointment of an efficient Rector. The application which had been made to Mr. Colebrooke having failed, he proposed the appointment of Ramanand Pundit, whom he considered qualified for the situation by his learning and respectability of character.

He at the same time drew attention to certain fundamental changes, differing considerably in character from any he had proposed before, which he thought would prove useful in promoting the efficiency of the Institution and rendering it of more public utility. The most important of these changes were:

That the Professors should be required to impart instruction at their own houses, and not in a public College; that the Rector should occasionally visit the houses of the Professors at the usual hours of study, and should report to the Committee any abuses or neglect which came under his observation; that the students should be assembled twice in the year for a public Examination before the Rector, and in the presence of a member of the Committee; that the College building should be converted into a public library, and that some part of the funds should be set aside for the purchase of valuable manuscripts; that the library should be in charge of a Librarian under the Rector, that every facility should be afforded for consulting and copying books in the library, and that the students should be encouraged to employ part of their time in copying learned and scarce works; finally, that a certain sum should be reserved from the College funds, to be distributed in rewards to those students whose assiduity and acquirements might manifestly deserve encouragement and recompence.

Soon after receiving Mr. Brooke's second minute, the Committee wrote to Government requesting permission

to frame a body of new rules for the College. The request was granted, and Government desired that the new rules should be formed on the basis of the propositions submitted by Mr. Brooke, whose zeal for the success of the Institution was noticed with approbation. Notwithstanding this permission, delay again occurred. The Committee framed no new rules. The Institution was left, as before, almost entirely to the control and management of the Rector.

At length in 1811, when it was proposed to establish two Sanscrit Colleges in the Lower Provinces, Government turned its attention at the same time towards improving the College of Benares. The following leading features of a new constitution for the College, were forwarded for the consideration and remarks of the local Committee:

That the general superintendence of the College should be vested in the Governor General's Agent, and in the Collector and Magistrate of the station; that the Professors should read lectures to the students in their own houses, their attendance at the College being dispensed with; that pensions should be granted to meritorious Professors, when they became too old and infirm to perform their duties; that public Disputations should be held annually before the Committee, and in the presence of all other persons who might be desirous of attending, and that on these occasions rewards should be conferred on those students who manifested the greatest ability and proficiency, the best scholar receiving 800 rupees, the second in proficiency 400 rupees, the third 200 rupees, and the fourth 100 rupees.

The Committee stated objections to that feature of the proposed plan, which required that the Professors should impart instruction in their own houses. They were of opinion that pupils and Professors by being concentrated in one building, were brought more under the regular inspection of the Rector, and more under the control of the Committee. They also apprehended that if books were removed from the library to the private houses of the Professors for the purposes of instruction, they would be liable to be destroyed or lost.

A letter was received from Government in Oct. 1812, intimating that the views and modifications proposed by

the Committee were approved of. The balance of surplus savings due to the College, amounting to 55,061 rupees, was ordered to be invested in Government securities, and to be set aside as the nucleus of a pension fund. These larger questions being settled, the Committee turned their attention to certain minor arrangements. It was agreed, on the proposition of Mr. W. W. Bird, that the term of study should be limited to 12 years, during which period students should receive stipends, and that no student who continued beyond that period should draw any allowance; that, in addition to pensions granted to superannuated Professors, Government should be solicited to grant pensions to "superannuated students" also, such students being employed, at the discretion of the Committee, in the instruction of the junior classes; that students not on the foundation should be admitted to study at the College gratis, and that such of these scholars as were distinguished for their proficiency, should be admitted to the foundation as vacancies occurred.

Government gave its sanction to the proposal for granting pensions to "superannuated students" then in the College, but this privilege was not to be extended to future scholars. With regard to the period of study, Government was disposed to consider 12 years too long, and the question was referred to the Committee for reconsideration. The Committee, on reconsidering the question, saw no sufficient reason for recommending that the term of study should be diminished below 12 years at that time, but they thought it might be advantageously reduced at some future period.

Some difference of opinion existed among the members of the Committee, in regard to the manner in which their superintendence should be exercised over the College. Mr. Bird proposed that one of the members of the Committee should be appointed acting Manager, upon whom should devolve the immediate superintendence of the Institution, and that the other members should undertake the duty in turn, each holding the office for one year. On the other hand it was stated, that in carrying out the changes contemplated, it seemed to be the intention of Government that the whole Committee should exercise a general superintendence. In all Collegiate Institutions, the Head, whether under the

designation of Rector or any other title, was responsible in matters of discipline and internal management. The frequent assembly of the Committee might be inconvenient, but such inconvenience would only be of a temporary nature to all, whereas the office of acting Manager would be permanently burdensome to one, and after all would afford little if any relief to the rest, as every matter of importance would still have to be laid before the whole Committee, who would still be obliged collectively to meet and collectively to decide on the propositions submitted to them. On the question being referred Government, it was decided that the whole Committee should exercise a general superintendence.

In February 1820, Dr. Wilson and Lieut. Fell were appointed members of the Committee. About the same time Government called for a report on the state of the College, its past operations, and the degree in which it might be supposed to have answered the purposes of its institution. If it appeared that the College had been of little use, or altogether useless, the Committee were invited to point out the causes of its failure, and to suggest means for its improvement. It was at the same time declared that it was not the intention of Government to organize a new Institution, but to improve the existing one as established by Mr. Duncan. Should it be found, however, that Mr. Duncan's views were radically defective, it would then become a subject for consideration how far the funds could be applied to the support of an Institution differently constituted.

Before furnishing the information called for, the Committee availed themselves of the assistance of Dr. Wilson and Lieut. Fell, to subject the pupils to a rigorous examination. An opportunity will occur hereafter, of bringing forward the views of the Examiners on the studies pursued and on the degree of proficiency attained. In the meantime it will be sufficient to state, that they found the acquirements of the pupils were very limited, and that little improvement could be expected under the defective superintendence that existed. There did not appear to be any means of enforcing diligence or attendance, nor did there seem to exist any system of control over either teachers or taught. The Committee generally fully agreed in this opinion, and said they had no reason

to think that the Institution had ever been in an effective state.

The Committee further observed that the purposes for which the College was established, as stated by Mr. Duncan himself, were in the first place to conciliate the Natives by contributing towards the preservation and cultivation of Sanscrit literature; and secondly, to raise up learned expounders of Hindu Law. They were inclined to believe that the first of these objects had been in some measure attained. Whatever might be the defects of the Institution, the appropriation of a liberal fund to the cultivation of Sanscrit literature and to the support of learned Pundits, could not fail to produce a favourable impression on the minds of the people.

With regard to the second object, it had, in the opinion of the Committee, certainly not been attained. The College had not furnished on more than a few occasions expounders of Hindu Law, nor did it contain at that moment a single pupil qualified to discharge such an important duty. The failure in the department of legal study, was not the only one that had occurred. From the report of the Examiners it appeared, that the same want of acquirement pervaded every other department, and that the College had only served to afford pecuniary support to a certain number of Pundits and pupils, to whom literature and study were quite a secondary object.

Some suggestions were then offered for the improvement of the College. It was stated that the local Committee had been originally formed, for the purpose of enquiring into certain abuses connected with the management of the College. Before the appointment of the Committee, the College had been entirely under the control of a Native Rector, and a public Establishment thus became "a source of individual patronage and emolument." The existence of the Committee had ever since prevented any misappropriation of the funds, and had served to keep alive a sense of duty in the officers of the establishment. But the very general superintendence of a Committee, composed of members who had various other duties to attend to, made it necessary that the office should be vested in a single officer as a regular and constant duty. It might be in some respects preferable for this officer to be a Hindu of good caste; but an

experience of nearly thirty years had shewn that the employment of a Native Superintendent, was calculated to defeat the objects for which the College was established, and that it was in vain to expect that the duties of the office would be systematically and zealously attended to, under any other than a European Superintendent.

With reference to the course of study, the Committee proposed that the Vedas should not in future form a branch of instruction. It appeared from the report of the Examiners that the students were not taught to understand these sacred books, but only to repeat passages by rote. All that the Professors themselves knew was "the mechanical repetition of unintelligible sounds." Besides, the circumstance of the Vedas being made a branch of public tuition, was not in unison with that mysterious veneration entertained by many classes of Hindus for these sacred books. The Committee were of opinion that, while the Vedas should be omitted, the course of study might in some respects be extended. They suggested the formation of a class of polite literature, and another of philosophy. They also recommended, that the number of Professors for teaching grammar and science should be increased.

In the opinion of Government the report of the Committee, which appeared to be just and impartial, fully proved that whatever effect the establishment of the College might have had in conciliating the Native population, it had hitherto been entirely useless as a seminary of learning. Government concurred with the Committee in thinking, that the main cause of its failure was to be found in the want of proper superintendence. With a view to secure better management in future, it was considered essentially necessary to appoint a European Superintendent, who possessed a knowledge of Sanscrit. It was at the same time considered advisable to retain the Native Rector, to exercise a general supervision under the orders of his superior.

Accordingly a European Superintendent was appointed, on a salary of 400 rupees a month, increased afterwards to 750 rupees. Capt. Fell, who was a good Sanscrit scholar, was selected for the office. He also acted as Secretary to the Committee.

Capt. Fell held the united office of Secretary to the

Committee and Superintendent of the College, from 1820 to the early part of 1824. He was succeeded by Capt. Thoresby, who received the same salary as his predecessor. Soon after Capt. Thoresby's appointment, the expenditure of the College was found to be in excess of the income, and it was determined that when a vacancy occurred, the salary of the Superintendent should be reduced to 450 rupees.

Capt. Thoresby held the appointment up to 1835, when he was transferred to the Political department. The Committee now desired that in future, the Superintendent should devote a part of his time to the duties of actual tuition. Hitherto his duties had been confined to visiting the College occasionally, carrying on the correspondence and conducting the annual Examination.

After Capt. Thoresby's withdrawal, the Headmaster of the English department was placed in temporary charge of the Sanscrit College, for which he drew, in addition to his fixed salary, a personal allowance of 100 rupees a month. He held the appointment till December 1840, when the junior member of the Committee became Secretary. When Sir E. Ryan visited the College in 1839, he recommended the appointment of a Principal to superintend both the Sanscrit and English departments, and who should take part in the duties of tuition. He apprehended that much difficulty would be experienced in meeting with a fit person, and that all that could be expected was to find a Principal who would be an active Superintendent of matters of business relating to the Sanscrit College.

A few years later, Mr. Muir of the Civil Service was appointed Principal. He held the appointment for a few months, and was succeeded by the Rev. A. W. Wallis, who was succeeded by Dr. Ballantyne.

Section II.

Course of Study. Oriental Instruction.

It is now proposed to treat more particularly of the Course of Study pursued in the Sanscrit department, and

of the progress made at different times. Scarcely anything can be gleaned from the unpublished records, concerning the studies at a very early period. It is enough, however, to know that the course of instruction was entirely under Native direction. It of course embraced those subjects to which the Natives attach most value, including Grammar and Law, Logic and Metaphysics, Theology and Astrology.

It was proposed by Mr. W. W. Bird in 1812 that, provided the Pundits did not object to it, a Moonshee should be engaged for the purpose of teaching Persian to the students of the Law class. A Hindu Moonshee was accordingly appointed. For some time not a single student joined the class; but after a while the prejudice gave way, and a small class was formed. Subsequently Arabic was added to Persian, the notion being probably favoured and inculcated by the Moonshee, that the latter language could not be thoroughly understood without a competent knowledge of the former.

In 1820, Dr. Wilson and Capt. Fell examined all the classes of the College, and their valuable report has fortunately been preserved. The following is an abstract of that report, nearly in the words of the original. With a view to condensation, the liberty has been taken of omitting those parts which are of least general interest.

The Examiners reported that the Grammar class presented, in common with the other classes, but very few instances of considerable proficiency. It offered some remarkable specimens of the defective method common amongst the Hindus of studying this science, and the remote and rare application of it to those purposes for which it was only to be prized. Of the 17 pupils, only three possessed respectable acquirements. With the exception of these three students, there was not only a general want of proficiency in this class, but it presented several instances of mis-spent time in the students, several of whom had been four or five years engaged in the study, and yet had not advanced beyond its simplest rudiments. The Examiners observed in this class, as in all the others, an utter absence of classification, and a want of those arrangements, by which pupils ought in all Seminaries to be discriminated and arranged according to their different degrees of proficiency.

The Examiners reported that in most, and they might perhaps safely say in all the pupils of the Law class, there was a very limited knowledge of the Sanscrit language. It was an obvious absurdity to attempt to convey a knowledge of abstruse treatises, the language of which was unintelligible to the students. The mistake was not confined to this class, it pervaded them all. The students, it seemed, were permitted to enter any class they pleased, with or without any previous qualifications, and the mere beginner who could scarcely decipher the character, was allowed to plunge into the mysteries of Law and Divinity.* The consequence was such as might be expected, an unprofitable waste of time and labour. There was another evil attached to it, the disgust and indifference of the Professors, who were thus compelled to teach letters and words, when they ought to be employed in communicating principles.

The Puranic class, it was stated, was small, and of still more limited proficiency. The prevalent error occurred here; the pupils attempted to learn what they had no means of understanding. The work which they had been accustomed to read, the Ramayan, was scarcely a Puran. To this, however, the Examiners were not disposed to object. They even thought it might be better to extend the object of this class to Poetry and Rhetoric more generally. It was desirable to give a slight superstructure of general reading to a grammatical foundation; after which the more abstruse and difficult studies might be more advantageously prosecuted.

The Mathematical class comprehended several very different objects of study; more, in the opinion of the

* This may remind the reader who is familiar with Milton's treatise on Education, of a striking passage in which the author exposes the folly of "forcing the empty wits of children to compose themes, verses and orations, which are the acts of ripest judgment, and the final work of a head filled, by long reading and observing, with elegant maxims and copious invention. These are not matters to be wrung from poor striplings, like blood flowing out of the nose, or the plucking of untimely fruit." He then notices the old error of Universities "not well recovered from the scholastic grossness of barbarous ages," of leading on "their young unmatriculated novices, at first coming, to the most intellective abstractions of logic and metaphysics."

Examiners, than could be properly comprised in the same class, and probably more than should be expected from one instructor. The subjects taught in the Mathematical class, extended from the rudiments of Arithmetic to the loftier doctrines of Astronomy; and Geometry and Astrology were included within its limits. A greater variety of proficiency occurred in this than in any of the other classes. Of those learning Arithmetic, there were none who could boast of any great proficiency. The rule of Division formed the limit, "being not exceeded in any one instance, where eleven years had been expended on the study." Of those further advanced and who were entering upon Algebra, there were none who had made much progress in it. Only one pupil had yet proceeded to Astronomy. Of the progress made by the two students of Astrology, the Examiners confessed they were scarcely qualified to judge. They thought it would be advisable to prohibit instruction being given in this fanciful subject, as calculated to mislead those who had no talents into a very unprofitable study, and to enable those who had abilities, to acquire the means of taking advantage of the credulity of their countrymen.

Regarding the Veda class and the Logic class the Examiners said but little. In the Veda class the only thing learnt was the repetition of texts by rote, which the Pundits themselves did not understand. Most of the pupils of the Logic class were absent at the time of the Examination. Those present were only beginners, in which character they had made some progress.

An attempt was made to remedy some of the most glaring defects pointed out by Dr. Wilson and Capt. Fell, and the course of study and system of instruction thus slightly improved, continued unaltered for many years. The local Committee, in their letter to Government founded upon the foregoing report, recommended that the Veda class should be abolished. Government was favourable to its abolition, when the situation of Pundit became vacant. When this occurred, no steps need be taken to fill up the vacancy. In 1827 classes for instruction in the Vedas still existed. Capt. Thoresby again recommended their abolition. The General Committee in Calcutta admitted the reasonableness of the grounds on which their abolition was advocated. The sole object

of tuition, they said, in these classes was the recitation of such parts of the ritual as were still in use, "agreeably to fixed cadences and intonations," without any attempt to explain their sense. At the same time they would regret to see the study of the Vedas altogether excluded from the Government Colleges. If such were done, it would contribute to the total neglect of works which, however useless in other respects, were valuable for the light which they threw upon the history of the Hindu religion and of the Sanscrit language. The language of the Vedas was already almost obsolete. If neglected in the Government Colleges, it would soon become wholly unintelligible. Without attaching undue importance to the study, the General Committee would wish it to be cultivated to such an extent as to provide a few Pundits able to explain the ancient text. They therefore proposed to keep one class open at Benares for the perusal of the Vedas, "not with the same object as heretofore, but for the purpose of understanding their purport and interpreting their language."

In March 1829, the Secretary of the College proposed certain improvements in the course of study, including a better and more systematic plan of instruction in Persian and Arabic. These languages had hitherto been taught to Hindu pupils only, and by Hindu Moonshees. He proposed to extend the benefit to Mahomedans also, and to appoint intelligent Moulvies to afford instruction according to an improved system.

The General Committee objected to the formation of a Madressa on the extensive scale proposed; but they were favourable to the foundation of an English department, with Persian and Arabic classes attached to it.

In 1837, the General Committee called for a report upon the expediency of continuing the Persian and Arabic classes of the Sanscrit department. Only a few pupils attended these classes, and of these few, none studied Sanscrit. The local Committee appear to have recommended the abolition of these classes, and the substitution of Urdu for Persian and Arabic. Soon after, the classes were abolished, on the ground that they had been diverted from their original design, which was to afford instruction in Persian and Arabic to the Sanscrit students, and not that these classes should form a distinct

branch of the Institution. The proposal to substitute Urdu for Persian, was reserved for future consideration.

When Sir E. Ryan visited the College in 1839, he recommended the restoration of the Persian class, in accordance with the wishes of some of the influential inhabitants. The class was accordingly restored.

In 1839, the General Committee directed that instruction should be given in Arithmetic, which had been neglected for some years previously. It was also observed, that the books used in the Astronomical class, were chiefly on Astrology. It was recommended that a book treating exclusively of Astronomy should be introduced.

Mr. Muir, who was appointed Principal in 1844 and held the situation for a short period, desired to introduce as class-books such Sanscrit works as would impart knowledge of practical utility. His views on the system of instruction pursued, with some judicious suggestions for its improvement, will be found in the report of the Educational Institutions of the North Western Provinces for 1844. The following is a short abstract of these views.

It appeared to Mr. Muir, after full enquiry, that "the religious, ritual, and social institutions, the mythological legends, and the astrological superstitions" of the Hindus, formed a considerable part of the course of study pursued in this College. It would be interesting to inquire how such a scheme, which had a directly opposite tendency to the English and Vernacular schools established by Government, ever came to be introduced. He then notices some of the advantages which might be expected from Sanscrit Colleges similar to that at Benares. He believed it would be admitted that such Institutions conciliated the good will of the Natives; that the cultivation of Sanscrit and Arabic, had some effect in refining and enriching the Vernacular languages; that some of the scientific works of the Hindus contained a portion of truth, and might be usefully applied in uprooting the gross errors inherent in their cosmical systems. He believed also that the poetical literature of the Hindus, though not formed according to the European model, was yet "a natural development of Asiatic taste and genius," and might be so used as to prove a source of refinement to the youth of this country,

"whose minds we should not attempt to mould too rigidly after an European type."

Mr. Muir then offered some observations and suggestions on each branch of instruction pursued in the College: his views on this subject may be exhibited briefly as follows.

Grammar. While admitting that the Grammar of the Hindus was complicated and encumbered with technicalities, he was of opinion that very little improvement could be expected in this branch. The learner's progress was slow; but he believed it was also sure, and the knowledge acquired exact.

Philosophy. He was inclined to think that though, according to the most orthodox Hindu notions, the metaphysical theories in vogue were to be simply believed, and were not proposed for consideration or discussion, yet as there was considerable difference of opinion on particular points, the students might be led, by a proper method of examination, to compare one system with another, which it might be hoped "would by degrees lead to the formation of precise and accurate habits of thought, and train the pupils not only to subtlety, which the existing system gives, but also to soundness of reflection which it fails to impart."

Poetry and Rhetoric. Some improvement might, he thought, be effected in this branch, by substituting the study of the Sanscrit dramatic compositions, which appeared to be little read, for that of the narrative poems. He suggested that outlines of the History of India and England, should also be read in this class.

Mathematics. The Sanscrit works on Mathematics formed, he believed, the most accurate and valuable portion of Hindu learning. Those parts which treated of Arithmetic, Algebra and Geometry were, he understood, quite sound. The Astronomical system was that of Ptolemy, which, though defective, contained certain elements of truth. He thought it might be effectively used as a weapon with which to assail the absurd systems of the Purans, and as a basis for the support of those further truths which the Copernican system unfolds.

Astrology formed a part, and it appeared the most popular and numerously attended department, of the Astronomical classes. He suggested that instruction in

this subject should be interdicted at once, and that the Pundits should be directed to confine their attention to scientific Astronomy. This was accordingly done. As soon as instruction in Astrology was forbidden, the number of students diminished considerably.

Law. He considered this a useful branch, though, in so far as it touched upon the subjects of caste and ritual, its tendency was "to perpetuate feelings of bigotry and exclusiveness." He thought that under proper superintendence, these objectionable parts might be thrown into the back-ground, and that some attention should be paid to the principles of general Law and the forms of legal procedure, upon which might be engrafted instruction in private duties.

Mr. Muir then adverted to two measures which were in contemplation, and which he thought were calculated to produce a greater effect than all other means of improvement. These measures were, the union of the Sanscrit and English Colleges under one roof, and, secondly, the communication of instruction through the medium of the Vernacular languages.

Before concluding this brief notice of the course of study of the Sanscrit department, it is desirable to add a few words more with reference to the experiment which has been recently tried, with more earnestness at Benares than in any of the other Government Colleges, of building European knowledge upon an Oriental foundation.

Among the systems of philosophy known in India, is one called the Nyaya. It appears to contain a theory of the universe, in which physical and metaphysical views are strangely intermingled. Dr. Ballantyne endeavours to turn this system to account, by making it the ground work of instruction, and by placing beside it a view of the universe as seen by the light of modern science. It may be desirable to quote Dr. Ballantyne's own words, to prevent all misapprehension. After alluding to the Vedanta and Sankhya systems, in which he finds little or nothing to admire or which can be rendered useful, he proceeds as follows in the annual report of the College for 1848.

"The Nyaya, on the other hand, is a very fair, and in some respects admirable attempt on the part of certain speculative philosophers, who had made perhaps as many observations and experi-

ments as they had opportunities of making, to present a complete and consistent physical as well as metaphysical theory of the universe. Of this sytem, therefore, I have chiefly made use, in laying the foundations of an attempt to present to the students of the Sanscrit College an equally comprehensive view of the universe, divested of those errors which modern observation and experiment have shewn to be such, and giving somewhat of its due prominence to the physical departments of science, which were much less prominent in the original exposition of the Nyaya doctrine than its metaphysics, to which the physics were entirely subordinated as they have ever since remained."

He afterwards states that the method which he found to answer best, was "to take as a starting point some established point in their own philosophy, and to shew how the philosophers of Europe have followed up the inquiry."

He carried this method into other branches of instruction likewise, and among others into that of Logic strictly so called. With reference to their Logic, he admitted that their own view of the process of reasoning was correct, so far as it went. He thus gained their confidence. They listened with an unprejudiced ear, and even with some degree of curiosity. When the apparatus of rules and technical terms, with which the European system is still too much encumbered, was unfolded to their view, they at once hailed it as a good omen. The fact that the system had been elaborated two thousand years ago, invested it with a new charm. Having thus traced the resemblance between the syllogistic Logic of Europe and of India, he led the Pundits on to the inductive Logic of Bacon, a division of the science in which there is nothing valuable in their own treatises. The more intelligent of the Pundits were surprized and delighted, as this new branch of a favourite science opened before their eyes.

Mr. Macleod, a member of the local Committee, took a very hopeful view of this method of instruction. He had formerly been placed in circumstances favourable for observing the working of a similar system, which was tried by Mr. Wilkinson at Sehore, and the effects of which he described as "electrical." He considered that in our systems of education, we are too much accustomed to act on the principle of considering the Hindus as possessed of nothing valuable in literature, philosophy or science. We fill the Hindu mind with knowledge derived

altogether from a foreign source. The effect of this is to segregate from the mass of their countrymen, the students educated in our schools, and to repel from us, by wounding their self-esteem, the Pundit class, whose influence is so great and might be made so useful. Mr. Macleod added, that he did not wish to be understood as advocating one system of education, in supersession of all others. He believed that almost all might be beneficial, in their respective spheres.

It is not improbable that a large share of the electrical effect ascribed to Mr. Wilkinson's efforts, was due to the earnest enthusiasm of the man, and would have been produced under any system he might have adopted. Part of it also, it is not altogether improbable, was due to the station he occupied and the influence he enjoyed as Political Agent at Sehore. Any one occupying such a station, will always in India command attention and speak persuasively.

No one will be disposed to deny, that a knowledge of Hindu systems may be turned to good account by a skilful instructor, or that a comparison of the analogous truths of the European and Oriental systems may, in its proper time and place, be very useful. The only question is, *how far* the Sanscrit element ought to be introduced. Are we to use it only for illustration and occasional reference, or are we to enter on the dangerous ground of Hindu metaphysics, wasting our time upon frivolous questions to which, by an error of the human mind, too much importance is attached, and vainly striving to solve questions which are incapable of solution?

It would appear, if an opinion may be formed from the Examination questions proposed in 1848, that Dr. Ballantyne has ventured too far in this last direction. The following are some of the questions, slightly abridged, but not otherwise altered.

1. What answer do you give to the proposition "if the Divine Spirit be devoid of qualities, it cannot be made the subject of meditation"?

2. What answer would you give to the question, whether an elephant seen in a dream, is or is not produced at that particular time?

3. How do you prove that gold, is identical in substance with light and heat?

4. Explain the erroneousness of the opinion, of the soul's being in the form of an atom.

The feeling that naturally arises in perusing these questions, is that they are unworthy of serious attention. Bacon, in advancing learning in Europe, did not choose to enter into the subtle questions of the schoolmen. He alluded to them only to condemn them, and contented himself with pointing out a more excellent way.

Examine the third of the foregoing questions, and it will plainly appear that it belongs to the subject of Chemistry, and that if it should be ever settled, it must be by experiment, and not by metaphysical reasoning. Or, take the fourth question, which is to shew the erroneousness of the opinion that the soul is in the form of an atom. The attempt to prove or disprove such a question is equally absurd; and it can only be compared in extravagance with those frivolous questions, which occupied the minds of European Pundits in the dark ages, when it was gravely proposed to determine "whether more than one angel can exist at the same moment, in the same physical point;" and again, "how many angels can stand on the point of a needle."

To make the whole more ridiculous, it appears that what a Pundit is in one room establishing by "irresistible arguments," a Pundit in the next room is attacking by arguments equally irresistible. What, may it be supposed, is the state of the student's mind, after all this wrangling? Either he must be completely bewildered, and reduced to a state of scepticism; or, if of a dogmatic turn of mind, he becomes a keen and unfair reasoner.

It must not be inferred from what has been said, that Dr. Ballantyne is so thoroughly attached to Sanscrit lore, that he sees nothing bad in it, and nothing good in anything else. He can expose its defects when he pleases. Thus in the last annual report but one that has been published, he admits that he can consider the Sanscrit College, in its present state, in no other light than as a "nursery of Pundits;" by which we may suppose he means, that it is altogether unsuited to the purpose of preparing men for the general duties and business of life, and only serves to raise up a cloud of logicians, metaphysicians and grammarians. The bare study of words, he justly adds, can furnish but "a meagre nutriment to the

mind, and a one-sided training to its faculties." The best remedy for these defects, he thinks, would be to encourage the study of Geography and History, through the medium of the vernacular language.

Section III.

English Instruction—Oriental and Vernacular studies in the English Department.

When Captain Thoresby proposed in 1829 to introduce the study of Persian and Arabic to a greater extent in the College, he advocated at the same time, and still more earnestly, the formation of English classes. He took pains to explain clearly what his object was, in making this last suggestion. He admitted that any attempt to diffuse through all classes an imperfect knowledge of English, might possibly be attended with no advantage. But, he thought, no doubt could be entertained of the benefit which would arise from imparting a good education, through the medium of the English language, to the children of families who were respectable from their situation in life. He was of opinion that Translations from English works, would be inadequate to the purposes aimed at. As the work of foreigners, they would be faulty in diction; and besides, they would be merely "detached links of the great chain," and it would be unreasonable to expect them to have any great influence on the Native mind. By adopting the English language as the medium of instruction, many difficulties, he thought, would be avoided, and favourable impressions would become indelible. One of the advantages which would be gained, and which he appears to have regarded with peculiar satisfaction, was "the lessening the immense distance that at present exists, between a certain portion of the better classes of Natives and Europeans."

Of the feasibility of the plan he entertained no doubt; for not only did no prejudice exist in the neighbourhood against the English language and literature, but he believed there was a general desire to become acquainted with them.

The General Committee approved of the proposal to introduce the study of English, and determined to recommend it to the favourable consideration of Government.

They, however, preferred the plan of establishing an English Institution distinct from the Sanscrit College. They proposed that a European master and two Native assistants should be appointed, to instruct gratuitously fifty Hindus and Mahomedans, and that as many more pupils should be admitted as were willing to pay something for their tuition. This proposal was sanctioned by Government, and was eventually carried into effect.

The English Institution was opened in 1830. In June of that year, two young men, who had been educated at the Hindu College of Calcutta, were appointed Teachers. They carried on the duties for some time alone. In 1834 the establishment of Teachers was made more efficient, by the appointment of a European Head-master.

In 1839 when Sir E. Ryan visited the College, the studies of the first class of the English Institution were, Herschel's Astronomy, Chemistry, Political Economy, Anatomy, &c. He found that the proficiency of the students, bore no proportion to the variety of subjects in which they were instructed, with some of which they were only imperfectly acquainted.

After this period the notices of improvements introduced and of the degree of proficiency attained in the English department, are not frequent. The Sanscrit department was for a long time, as indeed it is still, regarded as the most important division of the College, and as such it attracted most attention.

The last annual report exhibits the English class-books for the year, which comprise Shakspeare, Macaulay's History of England, Whewell's History of the Inductive Sciences, and Mill's Logic. The answers of the most successful candidates in Literature and History, which are published in the same report, indicate on the part of the most advanced students a correct grammatical knowledge of English, and a most creditable acquaintance with the subject matter of the books studied.

It has been observed that when an English department was formed in 1830, it was kept separate from the Sanscrit College. In fact it constituted a distinct Institution. For many years after its establishment, no endeavour was made to carry English into the Sanscrit department.

Captain Marshall, who was directed to visit the College in 1841, reported that he thought it desirable to bring

the knowledge and science of Europe within reach of the Sanscrit students. He was not sanguine as to the practicability of effecting this desirable object through the medium of the vernacular language: and he therefore recommended that instruction in Arithmetic and Natural Philosophy, should be given in English.

In 1842, Bapu Deva, a highly intelligent Pundit who had acquired a knowledge of European science under the eye of Mr. Wilkinson, was appointed Professor of natural philosophy and the exact sciences in the Sanscrit department of the College. He continues to hold the same situation still, and he has contributed greatly, both by his example and direct exertions, to diffuse among the students a taste for correct knowledge.

In 1844 Mr. Muir delivered a course of lectures on Mental and Moral Philosophy, with the special object of making the students acquainted with the enlarged views of the best European writers on these subjects. The young men did not evince much desire to profit by these lectures, which were probably too clear and intelligible to suit their vitiated taste. Besides, as Mr. Muir himself remarked, such knowledge had no tendency to bring them either emolument or consideration from their countrymen.

In the annual report for 1846 Dr. Ballantyne, who had recently been appointed Principal, proposed that the best Sanscrit scholars should be encouraged to study English. He thought the object of the College should not be merely to raise up Pundits skilled in the ordinary branches of Native learning, but with minds informed with European knowledge. He would still regard the study of Sanscrit as the primary object of the College; but he would regard the acquirement of English as an object of scarcely inferior importance; and he proposed that those scholarship-holders who had acquired high proficiency in Sanscrit, should be allowed to retain their scholarships beyond the stipulated period, if they were engaged in the study of English. These views met with the full approval of the Lieutenant-Governor. The proposal was sanctioned, of allowing those scholarship-holders, who under the existing rules were liable to forfeit their scholarships, to retain them on condition that they made due progress in English. This provision

may be said to have laid the foundation of English instruction in the Sanscrit department; or at least to have turned the scale in favour of English, in the minds of some of the senior students who had hitherto hesitated and held back.

The annual report for 1847-48 contains a picturesque account of the preliminary difficulties which had to be overcome, before those students who had agreed to learn English could make up their minds heartily to begin. The majority hesitated. Books were lost, pens and ink became suddenly scarce. Several of the young men remained absent from the class. They seemed to consider themselves as degraded in the eyes of the other students, by consenting to learn English. Some of the Pundits were probably busy in sowing dissension. It is expressly mentioned that one of the most venerable of them, on a public occasion quoted a Sanscrit proverb to the effect that a true Brahmin, ought not to utter the words of the foreigner with the breath in his throat, much less let the impure sounds pass his lips. In marked contrast with this narrowness of mind, Pundit Bapu Deva himself joined the class in the capacity of a learner; and the respect in which he was held by the students, exercised a very beneficial influence in removing their fears and prejudices.

The first difficulty being overcome of getting the students to attend the class, the next object was to gain their ear and fix their attention. They were at first strongly prejudiced against the European systems which were explained to them; but gradually truth found its way into their minds, and ere long, in the words of the annual report, some "who came to scoff, remained to pray."

The number of students belonging to the Sanscrit Department of the College who learn English, is still inconsiderable, being not more than 20.

One of the class-books read by the most advanced students is Bacon's Novum Organum, which is also read in the Anglo-vernacular Colleges, and is on all hands admitted to be, in its subject and in the spirit which it breathes, peculiarly adapted to the present condition of India, where learning is in much the same state now, that it was in Europe at the time when Bacon wrote. The Novum Organum has done its work in England; it has its work still to do in India. As was to be expected, this

book, with its beautiful imagery and its weighty sense, greatly excited the interest of the Pundits, and this interest was not diminished when they found out that it was a kind of Logic.

Mr. Macleod examined this class in 1849. He considered it the most interesting of any in the College, and he hoped the experiment would have a fair trial.

The reader will perceive from what has been said, that there are in this College two classes of students who are learning English; first, the regular students of the English department; and secondly, some of the most advanced students of the Sanscrit department. With a view to enable these two classes to understand each other thoroughly, the experiment has lately been tried of imparting a knowledge of Sanscrit grammar and philosophy to the most proficient students of the English department. Not only are the best Sanscrit students induced to learn English, but the most proficient English students are also induced to learn Sanscrit. There is in this a certain theoretical justice. It seems but fair that if the Sanscrit students step out of their charmed circle to learn English, the students of English should in their turn make themselves acquainted with the salient points of Sanscrit learning. But however theoretically just and beautiful the scheme may be, it may be doubted if the results will be encouraging. Those who have been instructed in clear modern systems, are not likely to have any taste for the endless distinctions of Sanscrit criticism, or for the subtleties and abstractions of Sanscrit philosophy.

It was part of the plan sanctioned by Government, that the English Institution, should be open to Mahomedans as well as Hindus. Persian and Arabic were consequently added to the course of instruction.

In 1836 the Persian class consisted of only eight students. The local Committee were led to propose its abolition, and that classes should be opened for affording instruction in the vernacular languages of the province. The general Committee concurred in these views, and ordered them to be carried into effect.

There are two vernacular languages at Benares, Urdu and Hindi. The Lieutenant-Governor states in one of the annual reports, that he considers it desirable, and as likely to be realized, that the Urdu language written in

the Persian character, should become the general medium for acquiring and communicating information, among all persons of superior education in the North-Western Provinces. Hindi would maintain its ground for colloquial and subordinate purposes.

It does not appear that the pupils have ever made much progress in the vernacular languages. We find the Principal of the College requiring them, in 1846, to write an Essay on the following subject: "Why do you despise the culture of the language which you speak every day of your lives, of the only language which your mothers and sisters understand?" Perhaps, as at the Hindu College of Calcutta, they consider it idle to learn a language which they are able to speak from their infancy.

Dr. Ballantyne has lately evinced a disposition to restore Persian, on account of its connection with Urdu, of which it is the parent. He believes that the shortest way of making a good Urdu scholar, is first to impart some knowledge of Persian, and a knowledge of at least the most ordinary verbal forms of Arabic. We may judge of the justnesss of this opinion, by considering whether it is necessary to communicate to Hindu boys a knowledge of Latin, as the shortest way of teaching them English. The general reply will be, that there is no such necessity. They become good English scholars, without knowing a word of Latin. To attempt to teach them Latin, would only retard their progress in acquiring English; and unless they could devote a very long time to study, the result would be an imperfect knowledge of two languages, instead of a thorough knowledge of one.

Section IV.

Funds. Stipends. Tuition Fees. Number of Students.

The independent resources of this College consist of a separate grant from Government, made when the College was founded, of 20,000 rupees annually, and of local funds the annual interest of which amounts to about 5,600 rupees. For many years the expenditure was limit-

ed to this fixed income, in some years falling considerably below it.

In 1843-44 the disbursements amounted to about 27,000 rupees, which they appear never previously to have exceeded. In 1844-45 they rose to 35,000 rupees, and in the following year to 47,000 rupees, which has been about the average expenditure ever since. The difference between the fixed income and the actual expenditure, is derived directly from the general educational funds, with the exception of a fluctuating sum of from 1,200 to 1,300 rupees which is received in tuition fees.

The term "foundation student" seems to have been, for several years, confined to those who received comparatively large stipends, varying from 5 rupees to 10 rupees, and in one or two cases rising to 15 and 25 rupees a month. Besides these, a swarm of pupils attended the junior classes, all of whom received small stipends of one rupee, one rupee and a half, or two rupees. In course of time the larger allowances were cut down, and were fixed at the uniform rate of 5 rupees. The smaller allowances, varying from one to two rupees, continued to be given to the junior pupils, and the phrase foundation or stipendiary student, was applied to all who received any stipend however small. In 1812 the higher stipends were altered from the uniform rate of 5 rupees to 6 rupees, 4 rupees and 3 rupees, according to the standing of the pupils. Other changes subsequently took place. In 1820 the ordinary allowance was 4 rupees for the senior, and 3 rupees for the junior students.

The expediency of granting stipends, was one of the points adverted to by the local Committee in their annual report of the College submitted to Government in 1820. The Committee believed that the customs and institutions of the Hindus, had so blended the maintenance of the Scholar with his tuition, that it would now be difficult to separate them. This, added to the general poverty of the students, rendered it necessary to continue the practice; but, the Committee thought there was no reason that more than a very small monthly allowance should be granted to the students, as most of them had probably friends who would be glad to lend them some assistance, but who would not think it neces-

sary to contribute anything if the stipends were calculated on too liberal a scale.

His Lordship in Council stated in reply, that it was apparently necessary in the meantime to admit the principle of blending the maintenance of the Scholar with his tuition; but it was by no means desirable to extend this principle beyond the necessity of the case. If an additional sum were appropriated to the reward of extraordinary proficiency, or in improving the library, the objects of the Institution as a Seminary of learning would probably be better secured, than if it were expended in maintaining a greater number of students.

The Court of Directors, in a letter transmitted to the local Committee in 1828, desired that the change should be introduced without much delay of doing away with stipends to the students. The Committee, it was admitted, had probably at first "exercised a sound discretion" in adopting the practice; but it was to be expected that when the benefits of the Institution became fully known, a sufficient number would come forward for admission without the allurement of stipends.

In 1799 the number of students, as nearly as can be ascertained, was 133; all of whom received stipends. It was not till 1812, that a rule was passed by the Committee that students not on the foundation, should be allowed to study at the College gratis, and it was not till 1820 that the rule appears to have come into operation. In 1820 we find the Committee reporting to Government, that the object contemplated, of the College becoming a general seminary by the admission of out-students, had commenced. In 1821, there was a great increase in the number of out-students. In April of that year the number of students on the foundation was 70, and of those who received no allowance 102. In the following year, the number of non-stipendiary students was 203. After this period the number of non-stipendiary students diminished, and that of stipendiary students increased. In 1832 the number of the former was 152, and of the latter 164. The relative proportions of the two classes of students was nearly the same in 1835, when Lord Bentinck's Resolution was passed to suppress stipends. Since then, there has been a gradual falling off in the number of purely

Sanscrit students, which does not at present amount to one fourth of what it was in the good old times before stipends were abolished.

When the English department was opened in 1830, the General Committee proposed to admit into it 50 pupils only for gratuitous instruction, all others being required to pay for their education. They considered that the wealth of the Hindu population of Benares, should be able to afford as much as was paid in Calcutta, or 5 rupees for each boy. The Committee on the spot were not disposed to limit the number of free pupils to 50. Their views were subsequently acquiesced in by the General Committee, and were acted upon with a degree of liberality beyond what the local Committee themselves appear to have at first intended. For many years, all who came were admitted to the privilege of gratuitous instruction.

This is perhaps to be regretted. The privilege of receiving a gratuitous English education acquired the force of an established custom, which it was afterwards not very easy to change. It had also, in the opinion of some who had the best opportunities of forming a correct opinion, the effect of preventing Natives of wealth and rank from sending their children to the Institution.

In 1836, an attempt was made for the first time to make the pupils pay for their class-books. The Committee found on inquiry, that out of 150 pupils on the roll of the English department, 49 were able to pay the whole, and 17 half the price of their class-books. The rest were considered too poor to pay anything. As yet no tuition fee was demanded, or even dreamt of. In 1844 the rule of paying for class-books was made general, on the understanding that the sum should not exceed 4 rupees per annum.

With a view to induce Native gentlemen to send their children to school, a special class was opened in 1843, for the admission of paying pupils at the rate of 5 rupees a month. So far as appears from the annual reports, only a few rupees were realized. The students of this class were kept separate from the others. The inconvenience attending this arrangement was greater than its advantages, and the class was in a few years abolished. Some progress was soon after made in introducing the paying system throughout the whole of the English de-

partment. In 1846 a minimum fee of 1 rupee began to be demanded from each pupil, the Committee reserving to themselves the power of granting exemption in special cases. This rule applied to the whole Institution, except the strictly Sanscrit department. Those who attended the Persian class were brought under contribution, as well as those who attended the English classes. In December 1846, of 133 pupils of the English department, 6 paid at the rate of 5 rupees a month, and upwards of 100 paid 1 rupee. The number attending the Persian class immediately fell from 34 to 18, in consequence of the introduction of tuition fees; and of these 18, 7 held scholarships, and 7 were exempted from payment on account of their extreme proverty.

In the Sanscrit department, education is still afforded gratuitously, and class-books are also supplied gratis.

Statement of Students and of Tuition Fees from 1835 *to* 1851.

Year.	Total number of students.	Number of paying students.	Tuition Fees. Rs.
1835-36	419	0	0
1836-37	364	0	0
1837-38	324	0	0
1838-39	271	0	0
1839-40	248	0	0
1840-41	250	0	0
1841-42	236	0	0
1842-43	331	42	20
1843-44	357	21	8
1844-45	318	0	0
1845-46	306	0	0
1846-47	209	105	936
1847-48	222	132	1,372
1848-49	230	131	1,309
1849-50	240	135	1,210
1850-51	*	113	1,168

The increase of students which took place in 1842 and 1843, appears to have been caused partly by what may be

considered a revival of the stipendiary system, when the scholarships were diminished in value and increased in number; and partly by the abolition of the Branch School, most of the pupils of which joined the College.

Religion of the Students, and the number learning different languages.

Year.	Hindus.	Mahomedans.	Christians.	Number of students learning		
				English.	Sanscrit	Persian.
1835-36	406	13	0	137	252	42
1836-37	353	10	1	143	192	30
1837-38	313	8	3	147	148	29
1838-39	262	5	4	126	145	0
1839-40	233	9	6	136	112	0
1840-41	231	8	9	153	97	0
1841-42	218	3	15	126	86	24
1842-43	312	4	15	170	120	41
1843-44	338	14	5	246	80	31
1844-45	293	9	16	213	86	47
1845-46	279	15	12	224	78	32
1846-47	190	13	6	138	62	16
1847-48	200	17	5	168	52	28
1848-49	211	15	4	175	60	32
1849-50	218	16	6	176	76	50
1850-51	*	18	2	177	*	51

The number, strictly speaking, attending the Sanscrit department in 1849-50 was 58; the remaining 18 who are represented as learning Sanscrit, belonged to the English department.

It is to be regretted that the number cannot be given accurately of those studying Sanscrit in 1850-51, some having been entered in the annual returns who are only occasional visitors for the purpose of obtaining casual information, and not regular students.

As a general rule, which applies to all the Anglo-vernacular Institutions both of Bengal and the North Western Provinces, wherever the system of demanding payment for instruction has been introduced, the number of paying students and the amount realized from tuition fees, have

gradually increased up to a certain point, higher or lower according to the wealth of the inhabitants and their appreciation of the benefits of education. It can scarcely be supposed that this point has been yet reached at Benares. And yet it will be seen from the foregoing statements, that the number of paying students and the amount of fees have already begun to decline. How far this may be attributed to the introduction of Sanscrit into the English department, is best known to those on the spot. The two facts may not be connected; but it is scarcely possible for those at a distance to avoid the conclusion that they are connected. It would only be another proof added to many others, that the Hindus at Benares and elsewhere are willing to pay for instruction in English, but are not willing to pay for instruction in Sanscrit.

A large proportion of the students of the English department, receive instruction in the vernacular languages Urdu and Hindi. Formerly all the students of the English department used to learn both of these languages; but the rule now is that they shall learn one of them only, either Urdu or Hindi as they may prefer. Of those who learn Sanscrit, about 20 now study English. Some of those who attend the Persian class also learn English. On the other hand a few who belong to the English department, study Sanscrit and Persian likewise.

Section V.

General remarks.

There are several notices, in the early annual Reports, of students educated at the College being appointed to situations in the Courts of Justice of Bengal and Behar. Thus in 1794, Government called for a list of meritorious students, which was duly forwarded, and in the following year the first on the list was appointed to a situation in the district of Shahabad. In 1800, one of the students was, on the recommendation of the Committee, appointed Pundit of the district Court of Rungpore. In August 1807, a list of 25 students, who were reported qualified to

fill the situation of Pundit in the Courts of Justice, was forwarded to Government. Two of them received appointments, one at Hooghly and the other in Behar.

In 1820 the Committee in their report to Government, noticed the importance of rewarding in this way high proficiency acquired in the College. His Lordship in Council doubted the expediency of holding out any distinct pledge of employment in the public service to the students of the College; but, it was added, a Certificate of eminent proficiency acquired there, would naturally be "a strong recommendatory testimonial" in the selection of candidates.

In 1825 the subject attracted still more attention; and a long Resolution was passed by Government on the subject, corresponding in almost every point with the views of Mr. Harington which have already been noticed in connection with the Mahomedan College of Calcutta. It stated that, in accordance with the opinions expressed by the Judges of the Sudder Court in Calcutta, the Governor General did not deem it at that time expedient to provide, by any additional legislative enactment, that a preference for public employment in the Courts of Justice should be secured to individuals, however well qualified, who had been educated in the Collegiate Institutions supported by Government. It appeared, however, very desirable to call the attention of the Judges of the provincial Courts to the rules passed in 1814, enjoining them, in the selection of individuals to fill the office of Pleader, to give a preference to candidates who possessed Certificates of having creditably passed through a course of education at any of the Mahomedan or Hindu Colleges supported by Government, provided that such candidates were in other respects duly qualified for the situation. The Judges were also to be apprised that, in all cases of doubt, they were at liberty to consult the General Committee of Public Instruction, and at liberty also to reject the individual pointed out by the Committee if they thought fit.

In conclusion it was stated that the Governor General in Council was still of opinion, that the ascertainment of the qualifications of all persons offering themselves as candidates for public offices in the Judicial department, especially for those of Pleader, Sudder Ameen, and

Moonsiff, was an object which should be constantly kept in view in filling up those appointments; and that the mode proposed for ascertaining qualifications, by the examination and certificate of responsible Examiners, should be adopted as far as practicable.

The following extract from a despatch of the Court of Directors to the Government of India, received in 1827 or 1828, has direct reference to the same important object of regarding education as a preparation for public employment.

"In conclusion it is proper to remark to you, though we have no doubt that the same reflection has already occurred to you, that adverting to the daily increasing demand for the employment of Natives in the business of the country and in important Departments of the Government, the first object of improved education should be to prepare a body of individuals for discharging public duties. It may, we trust, be expected that the intended course of education will not only produce a high degree of intellectual fitness, but that it will contribute to raise the moral character of those who partake of its advantages, and supply you with servants to whose probity you may with increased confidence commit offices of trust. To this, the last and highest object of education, we will expect that a large share of your attention be applied. We desire that the discipline of these Institutions, may be mainly directed towards raising among the students that rational self-esteem, which affords the best security against degrading vices; and we particularly direct that the greatest pains may be taken to create habits of veracity and fidelity, by inspiring the youths with a due sense of their importance, and by distinguishing with the approbation of Government, or its discountenance, those who do, or do not, possess these qualifications."

In order to stimulate the zeal of the students, public Disputations in Sanscrit were in former times held after each annual Examination. This custom commenced in 1821, and continued for a number of years. The Rajah of Benares and other wealthy Native gentlemen subscribed liberally on these occasions, for the purpose of presenting prizes to the most successful disputants.

The first public Disputation took place in January 1821. The ceremony was attended by all the European gentlemen of the station, and by a numerous party of the most respectable Natives residing in and near Benares. The most proficient students disputed in five distinct branches of literature and philosophy, and prizes were given to the most successful competitors at the rate of two gold mohurs to each. The exhibition was closed by an address, in Sanscrit, by the Superintendent Capt.

Fell. The Committee's report for the year stated, that the number of non-stipendiary students was not so great as could be wished. The short period that had elapsed since the new rule of admitting non-stipendiary students had been acted upon, and the facilities for obtaining instruction in Sanscrit gratuitously at Benares, were supposed to account for it. It was hoped that the rewards which had this year been so publicly bestowed, would have a beneficial effect, and would attract from the most celebrated Pundits some of their best scholars. It was mentioned as a fact worthy of particular notice, that among the non-stipendiary students were some from distant places, from Nepal, the Deccan and the Punjab. The Governor General was gratified at the measure of success, which had attended the operations of the past year. He hoped that the number of unpaid students would increase, which would be a test of the estimation in which the Institution was held and of its increasing usefulness.

On the occasion of the public Disputation in 1822, the Rajah of Benares presented a donation of 1,000 rupees, and many of the higher class of Natives also contributed liberally. The donations in the aggregate amounted to 4,378 rupees. Seventy-one gold mohurs were distributed among the most successful disputants.

After this period, the interest taken in these public exhibitions appears to have declined. In 1825 the members of the Committee were not present at the annual Examination. The Governor General regretted that any circumstances had occurred, to prevent the members of the Committee from presiding at the annual Examination. His Lordship considered it of vital importance to the prosperity of the Institution, that the European officers composing the Committee should take an active interest in its concerns.

The Disputations were held for several years longer, and were honoured with the presence of the principal residents of the station. In 1826 and in 1827, the donations each year amounted to upwards of 2,000 rupees. From 1828 to 1833 the donations scarcely exceeded 1,000 rupees a year. In 1836 they were reduced to 280 rupees, in 1837 to 205 rupees, in 1838 to 200 rupees, and next year no donations were received.

The liberality of the wealthy Natives has not been

exhausted. It has been recently directed into a new channel. In 1845 Rajah Suttachurn Ghosal presented a donation of 5,000 rupees, for the purpose of endowing a scholarship in the College. Several of the wealthy inhabitants have also contributed towards the new building for the College.

Formerly the Sanscrit and English departments were separated not in character only, but locally also. The Lieutenant-Governor had long wished that they should be united under one roof. He desired that the best instruction which it was possible under the circumstances to give, should be furnished both in Sanscrit and English, and that the students of the two departments should be brought into constant communication with one another. The difficulty of finding a well qualified Principal for the united Institution, delayed this desirable improvement for some time; but the difficulty was at length overcome in 1844, when the two departments were brought into adjacent buildings.

Mr. Thomason stated in 1842, when reporting upon the Colleges of the Upper Provinces, that he considered Benares a most eligible situation for a Collegiate Institution. Its wealth, population, and the estimation in which it is held, pointed it out as a post of the greatest importance.

CHAPTER VIII.

AGRA COLLEGE.

Section I.

Foundation and Superintendence.

When the General Committee of Public Instruction was appointed in 1823 as the organ of Government in Educational matters, a communication was opened with the local officers throughout the provinces, with the view of ascertaining what endowments or other funds existed which might be appropriated to the object of promoting public education. Accordingly a circular was issued to the local officers at Agra, calling for information on the state of education in the district, and particularly in regard to any funds of a public nature, which might be available for the endowment of educational Institutions.

The inquiries which were set on foot shewed that there was a fund in the districts of Agra and Aligurh amounting to about a lakh and a half of rupees, consisting of collections from villages formerly held by Gungadhur Pundit, and which Government had recently determined to devote towards the promotion of education. It appeared that the receipts from this fund and the annual collections, would exceed 20,000 rupees per annum; and the General Committee in their report to Government, recommended that this sum should be applied to the formation of a Collegiate Establishment at Agra. Some doubt appears to have existed whether it would be preferable to found a single Institution of an

important character, or to distribute the funds among a number of small schools. The General Committee strongly advocated the former plan, believing that it was only by such an arrangement that an effective system of superintendence could be introduced, and such liberal salaries and stipends provided, as would attract to the Institution teachers and pupils of superior qualifications.

The Governor General expressed his entire concurrence with these views, and accordingly resolved that Gungadur's fund should be appropriated to the formation of a Collegiate Establishment in the city of Agra. The General Committee were desired to carry the arrangements into effect immediately.

A Committee was organized consisting of the principal Government officers at Agra, to co-operate with the General Committee and to superintend the affairs of the infant College. A Secretary was appointed, on a salary of 300 rupees a month.

At this stage of the proceedings there was a temporary interruption, before anything further was done. It was found that the collections from Gungadur's villages, which amounted from the period of his demise to the aggregate sum of a lakh and a half of rupees, were not held in deposit by the Collector of Agra, but had been paid into the General Treasury as part of the ordinary revenue of the district. The Collector reported that there were no funds available, and that no part of the future collections could be paid to the Educational Committee, without a distinct order of Government to that effect. This decision on the part of the Collector, was represented to the General Committee in a letter from Agra dated the 20th of April 1824. On the 30th of the same month the Governor General in Council passed an order, directing that the practice of remitting these funds to Calcutta should be discontinued, as being at variance with the design of Government regarding their appropriation, and that they should in future be carried to the credit of the Agra College.

This cause of delay being removed, the College was at length opened in June 1824.* A brief sketch of

* In the annual Report of Public Instruction for 1838-39, it is stated that the College was established in October 1823. This

the plan and objects of the Institution had previously been drawn up by the Secretary, and had been translated into Persian and circulated for the information of the Native public. Teachers of Arabic, Persian, Sanscrit and Hindi had also been engaged. Classes were opened for instruction in Arabic and Sanscrit as well as Persian and Hindi, contrary, it would seem, to the wishes of the General Committee, who desired that at first instruction should be afforded in Persian and Hindi only.

It appears that of 115 candidates for admission when the College opened, about three fourths desired to be admitted to the Persian and Arabic department, and only one fourth to the Hindi and Sanscrit department. They were all examined by the Secretary, previous to admission. Of those selected, including nearly all the candidates, seven joined the Arabic class, and ten the Sanscrit class.

The local Committee resolved to grant stipends of the value of 4 rupees a month, to those who were really in indigent circumstances. All the pupils of the Hindi department, without a single exception, declared that they were in indigent circumstances, and that they could not remain under instruction unless allowed stipends for their support. Those of the Persian department, with the exception of 17, declared that they also were in indigent circumstances. Stipends were allowed to all those who were at first admitted to the Hindi and Sanscrit department, 35 in number; and to 38 out of 73 pupils of the Persian and Arabic department. The local Committee were of opinion that there would be very few admissions for a long time to the former department, unless under the inducement of pecuniary support.

The first regular report of the Institution, dated September 1825, stated that there were 71 students in the Persian department, of whom 15 were reading Arabic; and 46 students in the Hindi department, of whom 16 were reading Sanscrit.

In the circular issued for the information of the public previous to the foundation of the College, it was announced that the following stipends would be allowed.

appears to be a mistake; though it is true that the order for its establishment, was issued about that time.

10	Arabic	stipends	at	8	rupees a month.
10	Sanscrit	„	at	8	„
20	Persian	„	at	6	„
20	Hindi	„	at	6	„
20	Persian	„	at	4	„
20	Hindi	„	at	4	„

When the College was opened, the lowest of these rates was adopted. Some disappointment was felt that the higher rates were not allowed.

It was the wish of the General Committee that the pupils should have acquired a certain degree of proficiency in Persian and Hindi before they could be admitted, and that vacancies in the stipendiary list should be open to the competition of all candidates whether educated in the College or elsewhere. It was also proposed that stipends should be considered as strictly subsistence allowance, and should therefore only be given to those who were really in indigent circumstances, and who came to the College from a distance, the natives of Agra and its immediate vicinity having no claim.

It does not appear that these views were steadily acted upon. Great difficulty was experienced in ascertaining who were in indigent circumstances, and who were not. All were disposed to plead poverty; the written applications for admission almost invariably stated poverty as the motive. The rule which debarred natives of Agra from the privilege, was also, with our imperfect acquaintance with the ramifications of Native society, easily evaded.

It is now proposed to advert to the objects contemplated in the foundation of this College, and to the views entertained at this time by the Educational Committee at the Presidency, when they felt themselves unfettered by pledges and engagements.

The Government Institutions which existed previous to the establishment of the College at Agra, namely, the Hindu, Sanscrit and Mahomedan Colleges of Calcutta and the Sanscrit College of Benares, were exclusive in their character. Each was open to a particular class of students only, and all except the Hindu College afforded instruction only in Oriental learning. It appeared to the General Committee desirable to place the College at

Agra on a more liberal footing, by opening it to all classes of the population, and by introducing into the course of study the most useful parts of modern science. Much good was anticipated by bringing all classes (Hindus, Mahomedans, and Christians) under the same roof. It was expected to lead to an interchange of ideas, and it was considered favourable to the introduction of a liberal and comprehensive course of study, in which minor differences would be dropped, and the attention of all of every class would be directed to subjects generally useful.

The following extract from a letter of the General Committee written before the College was opened, and which was meant to correct misconception on the part of the local Committee, confirms what has been just said:

"In order to give a fair opportunity for the good effects of the College to become manifest, the General Committee consider it indispensably necessary that the principle of its establishment should never be lost sight of, and that the local Committee should always remember that the chief object of the Institution is not the instruction of the Natives according to Native prejudices, that it is not intended to rear Moulvies and Pundits, nor to teach preferentially Sanscrit and Arabic; but it is designed to diffuse, more widely than the Native system proposes, the possession of useful knowledge, to give a command of the language of ordinary life or official interest, and to teach accordingly Persian and Hindi.

"The general object and the course of study to be pursued in the Agra College, is to fit young men for useful and active life. Such acquirements therefore as may qualify them to earn a respectable livelihood, are to be preferred above mere speculative erudition. With this view, the cultivation of Persian and Hindi is to be principally attended to, as the channels by which the most important obligations of civil and social life are in this country maintained. A knowledge of practical science is also an object of primary value, but the means of imparting it are not at present sufficiently within our reach."

It was considered advisable to restrict admission into the Sanscrit and Arabic classes to those who evinced superior abilities and diligence, and these learned languages were to be studied only so far as a knowledge of them might be deemed essential to a thorough understanding of Persian and Hindi.

The Institution was not designed to impart an elementary education. The pupils were expected to have made, previous to their admission, considerable progress in

Persian and Hindi, at the very least, as the lowest standard qualifying for admission to the junior classes, to be able to read and explain books in these languages written in a plain and easy style.

After the College was established, the General Committee again drew attention to the object of the Institution. The local committee, at the opening of the College, had formed classes in Sanscrit and Arabic. The pupils were eager to proceed at once to these higher studies, and the local Committee had injudiciously humoured this desire. It appeared to the General Committee that there was no urgent necessity for opening Sanscrit and Arabic classes at the outset, and even at any future time it would not, they thought, be desirable to appoint more than one teacher for each of these languages, it being borne in mind that these studies would be restricted to a small number who exhibited superior talent and diligence.* It was added wisely: "The General Committee are well aware of the disposition of the Natives to undervalue the study of their native language, and to prize Persian only as calculated to open to them an access to the public Courts. They are also aware of the difficulty of turning the energies of the people into paths to which they are not accustomed. But these difficulties can be met, with most advantage at the first institution of the College. If a course is adopted conformable to Native notions, and Sanscrit and Arabic are taught indiscriminately, Persian will be comparatively neglected, and Hindi altogether abandoned. It will be too late hereafter to revert to principles, which may now be enforced with comparative facility, and an opportunity of making a very important experiment in Native education will be lost."

It was considered of importance that particular attention should be paid to Arithmetic, which was apt to be neglected in Native Schools. Teachers of Arithmetic were appointed, one in the Persian and the other in the Hindi department. The General Committee doubted the expediency of having separate teachers in this branch

* Every precaution was to be exercised and high proficiency in Hindi or Persian, and if possible in both, was to be made an indispensable qualification of admission to the Sanscrit and Arabic classes.

for the Persian and Hindi classes, and they proposed that one of them should hereafter be dispensed with.

In October 1823, the General Committee at the Presidency, transmitted a letter of instructions to the local Committee on the affairs of the College. Along with some judicious remarks on the object of the Institution and the course of study to be followed in it, which will be more particularly noticed hereafter, they drew attention to two important points. The first of these was the appointment of a Secretary, who should also act as Superintendent of the Institution. They considered it of vital interest, that one individual should be appointed Superintendent. The supervision of minute details, they said, was beyond the power of any Committee, and must be made the special duty of a distinct officer.

The second point had reference to the choice of teachers. The local Committee were desired to be very careful in this matter. It was considered very desirable to select as Moulvies "men of liberal sentiments," who were not wedded to their own erudition, and who would not obstinately oppose improvements in the Institution and the introduction of useful modern works in literature and science.

In the same letter some allusion was made to the choice of a suitable Building, for the accomodation of the classes. One of the gate-ways of Akber's Tomb had been proposed. The General Committee entertained no doubt that it would afford ample room for the classes, but they did not like the "sepulchral character" of the Building. It was also at too great a distance from the city. This proposal was therefore laid aside; and a large private dwelling house was engaged temporarily until a suitable building could be erected.

Considerable difficulty was experienced in securing the services of a Secretary with the necessary qualifications. The first Secretary, a Major in the Army, from the first doubted his own qualifications. The appointment, he thought, required a more intimate acquaintance with the oriental languages than he possessed. He resigned the situation, after holding it for only twelve months. A second Military officer was appointed, who also resigned in a few months, from a modest feeling that he could not do justice to the appointment. One of the junior Civil

Servants then assumed charge of the office, which he also held for only a brief period. After this, the Civil Surgeon applied for the appointment, and eventually obtained it, his principle qualification being that "he had less to do" than any of the other European officers at the station. All this time, with four changes in the space of four years, no one ever thought of appointing an uncovenanted officer. It was considered desirable to appoint some one "in the service," as it was supposed he would be more respected by the Natives. It seems to have been forgotten that to appoint any one to the office, at once makes him a servant of the Government, and that nothing more is needed to secure all the respect that is desirable, than for Government to endow the office with a salary suitable to its importance, and to treat the incumbent in other respects with common justice. In these circumstances, any individual with the requisite literary qualifications, will surely gain the respect of the Natives, who in fact know no other distinction between covenanted and uncovenanted men, than that the former are better paid, and are entrusted with more power. After several years a Principal from the uncovenanted class, and who had been trained to education as his profession, was appointed to superintend the College. One of the advantages of this arrangement has been, permanence in the office. The same individual who was appointed in 1840 still holds the situation.

Section II.

Course of Study.

In the plan of the College originally sketched by the General Committee, it was not considered necessary to provide for English instruction in the first instance, though it was hinted that such might be desirable at some future period. It was supposed that the Natives had no desire to learn English, and it was considered of no use to endeavour to teach what they took no interest in. "We must at present," said the General Committee, "look chiefly to the object of teaching what is most useful in Native literature, freed as far as possible from the lumber with which it is encumbered."

Several years passed, without any endeavours being made to introduce English into the course of study. At length an unmistakable demand for English sprung up. The first step taken was to open an English class, to be attended for a short period of each day by recruits drawn from the Persian and Hindi departments. This did not fully meet the exigency of the case. The local Committee repeatedly represented the growing demand for English instruction, and recommended the entire remodelling of the College establishment. At length about the beginning of 1835, an independent English department was formed. The Secretary of the College, "who had little to do in that capacity," was appointed Principal and Professor on increased allowances. A Head-master and two assistant masters were appointed on liberal salaries. The staff of English teachers was thus made greatly more efficient; and from this period we may date the growing importance of the English department.

In the annual Report for 1836, it is observed that the Oriental departments had fallen off, and that English instruction at that time stood highest in public favour. The number of pupils in the independent English department exceeded the number in the Hindi department, and was nearly equal to that of the Persian department; while the entire number of those who were studying English, including those drawn from the other departments for a certain period each day, much exceeded that which had ever been studying Persian or Hindi at any one time.

The falling off in the Persian and the increase of the English department, are thus accounted for in the annual report for 1836. There was an impression abroad, that Persian would soon cease to be the language of public business. The desire which the governed ever must have to acquire the language of the governors, and a strong though vague idea of the treasures of knowledge which the English language contains, and, more than all, the lately increased facilities for acquiring it, from the greater efficiency given to the staff of teachers, were considered highly favourable to the progress of the English department.

In the annual report for 1845-46, it is stated that the

number of stndents in the College who did not learn English was only 71, and that of these, a considerable number belonged to the Oriental department, not from choice, but because they were too old to join the English one. The number has since still further diminished.

In connexion with these remarks on the English department, it may be mentioned that the Committee were authorized in 1845 to appoint a Drawing master on a salary of 200 rupees a month, if a person could be found possessing the necessary qualifications. It was required that he should be able to teach architectural Drawing, the principles on which maps are constructed, and also the mode in which estimates are prepared and accounts kept in the department of public works. A Drawing master with these qualifications was subsequently appointed.

In 1846, on the recommendation of the Committee, a Native assistant Professor of Mathematics was appointed on a salary of 100 rupees a month. It is stated in the report for the following year, that the Committee were satisfied with the manner in which he had discharged his duties. It was added: "He has some of the usual faults of new teachers, but as they arise from the laudable though too impatient ambition of gaining distinction for himself and his students, they will be easily corrected."

The following remarks regarding the progress of the students in their English studies, are collected from the annual reports.

In the first place it may be observed, that Mathematics and Natural Philosophy are the branches in which the students of this College attain the highest proficiency. The Principal of the College appears to attach greater importance to these studies than to any other.

The Examiner of the papers in Political Economy and History in 1841-42, reported that the students did not seem to be accustomed to carry their ideas beyond the comprehension of the words of the book from which they were taught. The answers in History more resembled imperfect repetitions, than intelligent descriptions and explanations.

The Examiner in literature for the year 1846-47 makes the following remarks:

"All the Candidates show in most cases a fair apprehension of

the general meaning of each passage, but they have not always fully ascertained the force of each word, especially where any word has been used in a peculiar sense. On the whole I should say that the answers evince a good acquaintance with the contents of the several works to which they refer, but they do not shew that the works have been very minutely or critically studied."

In 1849-50, the Examiner in literature appears to have entertained doubts whether the students were able fully to understand and appreciate what they read. He added that if they do not acquire this power while at the Institution, it can hardly be expected that, after they leave it, they will retain any taste for a literature which they cannot appreciate.

A few remarks may now be added respecting the Oriental and Vernacular studies. In 1835 it was observed that no fewer than five languages were taught in this Institution, viz. English, Arabic, Persian, Sanscrit and Hindi. The selection of studies was left to the choice of the pupils and their friends. Some degree of control was exercised by the College authorities, to prevent the students from learning too many languages at the same time. The General Committee considered it very desirable, to confine the study of languages within somewhat narrower limits. They desired that only one learned language (either English, Persian, Arabic or Sanscrit) should be learnt by the same students, in addition to the Vernacular languages Urdu and Hindi. The opposite system, they said, of learning many languages, led to superficial acquirements, and much time was lost in learning a multitude of words without acquiring much real knowledge.

For many years past there has been an increasing tendency in the Arabic and Sanscrit classes to decline, and an opposite tendency in the English and Vernacular classes to growth and expansion. Persian appears to have maintained its ground in this College tolerably well; and Urdu, which formed no part of the course of study previous to 1840, is now every year acquiring increased importance.

In 1836, the situation of Arabic Teacher became vacant. The local Committee recommended that the class should be abolished, as the number of students was only 25. The General Committee were not yet prepared to abolish it. In the following year the number was five fewer. In the last annual report it is stated that this

class has been gradually falling off for several years, and doubts are again expressed whether it is desirable to continue it.

In 1837, the local Committee reported that the diminished official value of Persian, from its being no longer the language of the public Courts, induced them to recommend its abolition as a branch of study, and the gradual assimilation of the Agra College to the other Anglo-vernacular Institutions, in which the principal subjects of study were English Literature and the sciences of Europe. The General Committee approved of this suggestion, so far as concerned the Persian classes. But they were desirous that the Sanscrit and Arabic classes should be continued, so long as students were willing to attend them. They also directed that every facility should be afforded for the cultivation of the two Vernacular languages, and recommended that they should be studied conjointly by all the pupils.

It was observed that the abolition of the Persian classes, had been attended with no unfavourable effect in diminishing the number of students in the College, scarcely one having been withdrawn in consequence. But about two years afterwards, when Sir E. Ryan visited Agra, he found that the abolition of the Persian classes was a disappointment to many, and he suggested their restoration, as a measure that would be acceptable to the Mahomedan population. Accordingly these classes were restored.

It appears from the annual report for 1846-47, that all the Sanscrit students, and a large number of the Persian students, were learning English also. There had of late years been a decrease in the number of purely Oriental pupils. In 1841 the number was 152, and in 1847 only 39. This decrease, it was said, did not indicate the gradual decline of Oriental studies. The desire for English had increased, while the taste for the Oriental languages continued the same as before. Most of the more advanced students of Oriental literature, were studying English also. High attainments in the latter, were usually accompanied by eminence in the former. The studies, it was believed, acted and re-acted upon one another. The English studies gave "solidity and truth" to Oriental learning.

As a set off against this opinion, the Examiner of the Persian class in the following year observed, that those students of the College who were studying English, did not pass so good an Examination in Persian, as those who were not studying English. In the opinion of the Examiner, hardly one of the English scholars exceeded mediocrity in Persian; which he accounted for by the fact that the study of English occupied the greater part of their time.

Section III.

Scholarships. Tuition Fees. Number of Students.

When the stipendiary system was swept away in 1835, it was observed at Agra, as elsewhere, that the pupils were withdrawn as soon as they had acquired such an elementary education as qualified them for inferior situations. These representations from all quarters led, as has already been mentioned, to the introduction of pecuniary Scholarships, with the view of inducing the more advanced students to remain longer under instruction.

While adverting to the subject of Scholarships, it may be mentioned that Lieutenant-Governor Robertson in 1841, offered two exhibitions of the value of 20 rupees each, and tenable for 5 years, to any two students of Agra College who might be willing to study in the Medical College of Calcutta. No one was found, in the first instance, willing to accept the offer; but latterly, several young men have joined the Medical College on this foundation.

There is a Robertson Prize of the value of 100 rupees, awarded annually for the best Translation from, and into, the Vernacular language. There has also, since 1844, been a Mansel Prize awarded annually, being the interest of 3,417 rupees subscribed for this purpose. It has lately been resolved, that the Robertson and Mansel Prizes shall be awarded in the form of Medals instead of money, that form being, in the opinion of the Committee, better calculated to inspire the competitors with a proper estimate of the value of such Prizes.

The principle of demanding payment for tuition, was recognized at this College at a comparatively early period. The system had been introduced to some extent previous to 1835, when some Christian pupils paid a small tuition fee. In 1836, it was resolved to make the rule general, and to demand payment from all who could afford it, no distinction being made between European and Native pupils in this respect.

It is noticed in the annual report for 1837, that during the past twelve months, the sum of 168 rupees had been realized for tuition, and 44 rupees for books sold. The distress occasioned by the famine which prevailed in the Upper Provinces about that time, compelled the Committee to relax the rule. For several years the annual reports contain no allusion to tuition fees. The system of making the boys pay, appears to have been revived about the year 1844-45. The decrease in the Oriental department during that year, is ascribed to the operation of the new rule of demanding entrance fees and payment for class-books.

Some time elapsed before the paying system extended to all the pupils. At the end of 1846, the monthly income from this source amounted to only 34 rupees. The scale of payment was at that time regulated according to the income of the Parents as follows:

Income of Parents.	*Fees.*
100 Rs.....	5 Rs.
70 „	3 „
30 „	1 „
Under 30 „	0 „

Under this scale, only a very few rupees were realized. The error seems to have consisted in exempting all from payment, whose parents were supposed to have an income of less than 30 rupees a month. It was found that the great majority were included in this class. It was suggested to the local Committee that they should introduce the system generally, making it applicable to all whether rich or poor. In the following year the Committee reported, that the time had arrived for "generalizing" the payments. They resolved that all hereafter admitted, and who did not belong to any of the classes already paying, should contribute a monthly fee of 8 annas. It was believed that the success of the measure would depend upon

its rigorous enforcement, permitting no evasion or exception. The payments were in every case to be made in advance.

It is stated in the report for 1847-48, that there had been no admission of a free student for several months, and yet there had been no diminution in the number of candidates; while the fluctuation had been less, and there had been an improvement as regarded regularity of attendance.

The Committee of the College were allowed to expend the sums raised from tuition fees on useful objects, such as the improvement of the philosophical apparatus. The Lieutenant Governor prudently observed, that the arrangement was "open to future revision."

Statement of Students and of Tuition Fees from 1835 to 1851.

Year.	Total number of Students.	Number of paying Students.	Tuition Fees. Rs.
1835-36	380	0	0
1836-37	346	13	52
1837-38	339	*	168
1838-39	277	0	0
1839-40	254	1	2
1840-41	287	0	0
1841-42	346	0	0
1842-43	495	0	0
1843-44	409	0	50*
1844-45	365	0	258*
1845-46	391	22	879
1846-47	378	16	754
1847-48	412	142	1,106
1848-49	408	161	1,402
1849-50	417	226	1,837
1850-51	385	246	2,261

The decrease in the number of students which took place in 1838, was attributed to the famine which prevailed at that time in the North Western Provinces. The large increase of students in 1841-42 and in the following year, seems to have been caused by the restora-

* These were admission fees.

tion of the Persian department, which was popular with a certain class of the inhabitants. The decrease in 1845, arose from the very obvious circumstance of a tuition fee being demanded. It may be observed that the desire for education in the district, has of late years increased to such an extent, that the number of students has already risen nearly to the highest point it ever reached, before tuition fees were introduced.

Religion of the Students, and the number learning different languages.

Year.	Hindus	Maho-medans	Christians.	Number of Students learning			
				English.	Hindi.	Urdu.	Persian.
1835-36	289	90	1	221	113	0	192
1836-37	259	54	33	223	106	0	178
1837-38	250	66	23	151	75	0	113
1838-39	218	55	14	141	107	0	0
1839-40	199	39	17	119	150	88	0
1840-41	224	52	11	137	133	116	0
1841-42	260	65	21	163	123	71	115
1842-43	371	100	24	281	*	166	177
1843-44	300	74	35	274	180	155	144
1844-45	274	60	31	290	161	145	118
1845-46	301	63	27	336	119	114	137
1846-47	301	55	22	342	111	131	144
1847-48	321	60	31	380	102	155	151
1848-49	321	54	33	381	99	145	132
1849-50	337	39	41	394	91	157	144
1850-51	305	43	37	371	81	173	116

The general Table published in the annual report of Public Instruction for 1841-42, forms the ground-work of some of the foregoing Statements. That it is incorrect in some respects, a very slight inspection is sufficient to show. Thus, according to the Table referred to, it would appear that not a single Hindu or Mahomedan was receiving instruction in the College in 1836 and in the two following years. Such palpable errors, and others less obvious, have been corrected, so far as any data to

which I had access permitted. It must also be observed that in the general Table published in the annual report of 1841-42, for the first two years, the whole number who were learning English is exhibited, including not only those enrolled in the strictly English department, but also recruits from the Persian and Hindi departments. But in 1837-38 and the four following years, the number marked as learning English includes only the students of the English department, exclusive of all recruits from other departments. After 1841, the former rule appears to have been followed in the annual reports, of exhibiting the whole number learning English, whatever department of the College they might, strictly speaking, belong to. In these respects I have been obliged to follow closely the tabular statements of the reports, having no means of satisfactorily correcting them.

There are a few students reading Sanscrit and Arabic books. The number of those studying Arabic has never risen much above 30, and of late years it has seldom exceeded 20. The number studying Sanscrit in 1842 was 67; it is now about half that number. There can scarcely be a doubt that the Sanscrit and Arabic classes might be abolished, without any injury to the Institution. Indeed it is wonderful that they have maintained their ground so long, surrounded as they are with freshness and growth while they are themselves in a state of manifest decay.

In this College, as in the Government Institutions generally, it is not considered an object of the last importance that the number of students should increase largely. It is considered of more importance to afford, to the extent that circumstances permit, a sound education to those who attend, be they few or many. The local Committee reported in 1845, that the increasing number of students might render it necessary to enlarge the College building. To this the Lieutenant Governor replied, that it was very desirable to fix a limit to the number of students, with reference to the extent of the building and the existing establishment of teachers. He added that if the demand for admission continued as great as it then was, an opportunity would be afforded for selection among the candidates, and the general standard of talent and respectability might thus be improved.

The Visitor of the Colleges of the North Western Provinces observed in 1841, that Agra was a commercial city of modern growth, and that the College there works on a less educated and intelligent people than the sister Institution at Delhi, but that its effect would probably be greater and more beneficial.

CHAPTER IX.

DELHI COLLEGE.

SECTION I.

Foundation and Superintendence.

TOWARDS the close of 1823, the General Committee of Public Instruction issued a printed circular to the local Agents of Delhi, Agra and other places, calling for information on the state of education in their respective districts and on the local means available for its extension. Information was required particularly on the following points: what Schools or Seminaries of learning existed in the towns and villages of the district; the character of the instruction given in them, and the class-books used; in what degree the existing Seminaries merited the aid and encouragement of Government, and in what manner such aid and encouragement could be best afforded. It was also intimated that it was the intention of Government to found a College at Delhi. The Circular closed with the following paragraphs.

"In requesting answers to these queries, the Committee by no means wish you to understand that full replies are expected to each. They are aware of the real difficulties that will close the access to information in some instances; and that many impediments may arise from feelings of personal interest and excusable prejudice; they neither wish to alarm the one, nor contend with the other. They only propose collecting as many facts as circumstances may admit relative to the actual state of public instruction, and the capabilities of the country to contribute to its own amelioration. You will not therefore, if you should find it difficult to answer the above queries as entirely as you would wish, withhold such information as you may be able to communicate. The Committee will also be happy to receive any suggestions that may occur to you generally, as calculated to promote the diffusion of useful education throughout the country; as well as a free communication of your sentiments regarding the expedience and practicability of introducing an acquaintance

with European Science and Literature, either through the medium of the English or Native languages.

"The Committee are desirous of being informed, as soon as possible, of any ascertained endowments or funds of a public nature which may have become known to the local Agents, and may be immediately applicable to any object of public education."

The local Agents in their reply, dated January 1824, touched upon a variety of topics. It was stated that a number of private schools existed, which had been established, as was customary among the Mahomedans, from benevolent motives. The object aimed at in these schools, was to impart a knowledge of Persian and Arabic. The greater part of the time of the pupils was devoted to the perusal of the Koran, parts of which they were accustomed to commit to memory, and to acquiring a knowledge of Mahomedan Law. The Teachers received no fixed remuneration. They derived their support entirely from presents tendered and accepted as such. The number of pupils was insignificant, compared with the population of the city. There was no proper system either of instruction or discipline, the attendance of the pupils was irregular, and it was believed that but little good was done by these desultory efforts.

It appeared that several public educational Institutions had formerly existed, the whole of which had fallen into a state of "deplorable neglect." The funds for their support had been swept away during the political changes which had taken place, and were now almost wholly beyond the reach of recovery.

With reference to the desire of Government to establish a public Institution at Delhi, the local Agents reported that the funds available for its support amounted to about 3,500 rupees a year, and that hereafter some addition might be made to this sum.

The local Agents further observed that in so populous a city as Delhi, the number of persons was considerable, who had been reduced by the political convulsions from affluence to indigence, and whose prejudices prevented their engaging in any of the meaner occupations of life. It was hoped that the projected Institution would attract some individuals of this class, who might thus find the means of gaining an honest livelihood.

The local Agents proposed that Moulvies should be appointed, and that the College should be opened without

delay; and that as the cultivation of the European sciences would be a prominent object, a supply of the best works which had been translated into the Oriental languages, should be obtained for the use of the College. They added that in introducing any new system, it would be advisable to make it the interest of the pupils to conform to it, by holding out to them the prospect of employment; and that it would be requisite, in compliance with the prevailing custom in this country, to grant stipends to the students while under instruction. The reply of the local Agents concluded with the following eloquent appeal, which has been only altered to the extent of striking out some of the capital letters.

"When the members of your Committee recall the prosperous eras of her past history to their recollection, and recognize Delhi as the once splendid metropolis of this vast empire, celebrated as the chief patroness of the arts and sciences throughout the eastern quarter of the globe, crowded by the youth of her flourishing dominions resorting to her as the nursery of oriental literature, and sending forth from her classic soil those poets and philosophers who to this day adorn the pages of her annals, and place before their imagination the wreck of so many Academic Institutions, most assuredly those remains of the princely munificence bestowed on the cultivation of letters all desolate and in ruins, those venerable monuments of the learning of an age gone by now mouldering into decay, will awaken the sympathy of your Committee, the appointed guardians of the mental improvement of a people, and secure to Delhi her portion of the boon set aside by the beneficence of the Government."

The College was opened in 1825, on a scale of expenditure not much exceeding 500 rupees a month. Mr. J. H. Taylor, Secretary to the local Agents, was appointed Secretary and Superintendent, on a salary of 175 rupees a month. The Head Moulvy received 120 rupees a month, and two other Moulvies 50 rupees each, and the rest from 25 to 30 rupees. In the first year there were 49 stipendiary students on the foundation, receiving a subsistence allowance of 3 rupees each. In the second year, the number of stipendiary students was 80; and in 1828 the number had increased to 209, those in the higher classes receiving from 4 to 6 rupees each, and those in the lower classes from 1 to 3 rupees.

Annual reports were regularly furnished to the General Committee of Public Instruction, containing information on the appointment and removal of Moulvies, the subjects of instruction, the results of the annual examinations,

and other matters connected with the state and progress of the Institution. The report for the year 1829 is of more than ordinary interest. Among the remarkable events of the year are mentioned the formation of what was called an emeriti class, which had diffused a spirit of emulation among the students; the enlargement of the library; and lastly, the donation by the Prime Minister of the king of Oude of a lakh and seventy thousand rupees, as an endowment to the College. In this year the Institution appears, if we may trust the report, to have reached its culminating point in regard to the interest awakened in the minds of the Native public. On this subject and on the progress and emulation of the pupils, the Secretary reported as follows:

"It would be difficult without running into great prolixity, to recapitulate in this place the judgments individually that were adjudged by the managers of the public disquisitions. Suffice it to say, that a greater portion of general applause was secured upon the present than on any former similar occasion. In several instances, prizes were in a measure extorted, additionally to those originally proposed, from the impossibility of distinguishing the most deserving scholars where so many were found perfect; and the assembly of the respectable Native residents appeared highly gratified by the interesting spectacle of so large a number of their young countrymen being brought together by the parental solicitude of their Rulers for the noblest of ends, the culture of the mind, that best portion of man through life."

After this year, the interest felt by the Native public appears to have declined, nor do we read again of additional prizes being "extorted" by the extraodinary attainments and emulation of the pupils.

It has been stated that Mr. Taylor, the Secretary to the local Agency at Delhi, was appointed Secretary and Superintendent of the College. He received a salary of 175 rupees a month, which was increased in 1829 to 300 rupees. He had other public duties to attend to, and could devote to the College only a small portion of his time. The principal officers of the Agency formed a Committee, under whose orders the Secretary acted.

It was proposed by the local Committee in 1837, that Mr. Taylor should be appointed Principal, on a salary of 800 rupees a month. Government delayed carrying this proposal into effect, pending the result of inquiries, the nature of which was not specified.

In 1839 the General Committee proposed to appoint a Principal to the College, who should devote his whole time to the duties of the office. It was expected that he would exercise a general supervision over the Oriental department as well as over the English Institution, and that he would instruct the senior classes of the latter in the higher branches of literature or science, carrying on at the same time the duties of Secretary of the local Committee. This proposal was soon after carried into effect.

Section II.

Course of Study. Oriental Instruction.

In the early years of the College, instruction was imparted chiefly in Persian and Arabic. There was also a Sanscrit department. Some attention was paid to Arithmetic and to the elements of Euclid. The reports repeatedly mention that specimens of Persian calligraphy were exhibited, and essays in Persian read, at the public distribution of prizes.

In 1831, Lord Bentinck visited the College, and at his desire Mr. Macnaghten examined the senior Arabic, Persian and Sanscrit classes. The result was not in every respect satisfactory. The Examiner found that the knowledge possessed by the students in Mahomedan Law was not extensive; and that the greater part of the pupils had not advanced in Persian beyond the Bostan and Gulistan, books with which they ought to have been acquainted before entering the College.

This unfavourable report was forwarded to the General Committee, who remarked that they had observed with regret that of late years the College had retrograded rather than advanced. The explanation offered by the local Committee was, that the pupils, as a general rule, sought the earliest opportunity of withdrawing after they had attained that moderate measure of acquirement, which enabled them to earn a livelihood. Some were also withdrawn in order to join the English department. The Committee considered that some inducement should be held out for the students to remain longer.

The Secretary of the College observed in his annual

report for 1833, that the highest class in Arabic comprised only three students. It was the opinion of many that the Arabic language was not studied so generally or so profoundly as it used to be. It was no longer a means of gaining wealth, and was only followed by an empty and unsubstantial celebrity. It was matter of regret, he said, that the pupils were for the most part withdrawn after they had gone through the Persian course of study, and of those who commenced the study of Arabic, the greater part stopped short at the Kafia and other easy books, and not above four or five in a hundred advanced to the higher branches.

In the general report on education for 1835, it is observed that there did not appear to be the same demand for Persian and Arabic, as there was for English scholars. The local Committee had complained that high attainments in Persian and Arabic, the fruit of so much study, time and expense, did not supply a certain means of livelihood. The General Committee expressed surprise at these complaints. As Persian was still the official language, it was to be expected that when, by the introduction of the vernacular in the Courts and offices of Government, all foreign languages were placed on a level, the system of education pursued in the Oriental department would be of still less practical use, than it had been hitherto.

Mr. Thomason, the Visitor of the Oriental Colleges of the North Western Provinces, reported in 1841-42, that the attainments of the students of the Delhi College were "very low." The greater part were engaged in studying the elements of Arabic Grammar, or were only reading easy Persian books. The five senior students of the Sanscrit department, were able to compose with ease in Sanscrit prose, and tolerably in Sanscrit verse. He was of opinion that the education they received in Sanscrit was so far good, that it made them thoroughly acquainted with the language.

A few years later, the local Committee proposed, with the view of effecting a radical improvement in the Persian and Arabic departments, that the regular course of instruction should embrace only useful sciences, and that such studies as the higher books on Arabic Grammar, Logic, the larger Law books, and the Traditions of

Mahomed should be taught as "free lectures." To this proposal the Lieutenant Governor replied that the Committee were at liberty to make any alteration in the course of study which they might, after due deliberation, consider advantageous.

The Committee reported in 1847, that no improvement was perceptible in the Sanscrit and Hindi departments. They proposed that the Sanscrit class should be broken up, and reported that they had adopted measures for securing the efficiency of the Hindi department by rendering the study of the language compulsory on the students, and by making a knowledge of it a necessary qualification for holding a scholarship. The Lieutenant Governor was unwilling to abolish the Sanscrit classes, and thus deprive the people of the opportunity of studying one of the classical languages of the country. With regard to Hindi he observed, that it would be injudicious to require of all the students a knowledge of that tongue which was not the official language of the country, nor regarded with favour by the Mahomedans who formed a large proportion of the pupils of the Institution.

In 1845 Dr. Sprenger, who had recently been appointed Principal of the College, laid a proposal before the Government of the North Western provinces, the object of which was to dispense with some of the junior classes of the Madressa, by establishing a preparatory School for the purpose of affording an elementary education. He proposed that none should be admitted into the Madressa, who were unacquainted with the subjects taught in the preparatory School.

The Lieutenant Governor while admitting that it would be desirable to discontinue some of the junior classes of the Madressa, and to admit none that did not come up to a certain standard of proficiency, considered that the object might be effected in another way, and that to establish a preparatory School in connexion with the College would be a measure of doubtful prudence. The following were some of the reasons for entertaining this opinion:

"So far as our Institutions afford to the Natives instruction on subjects which they cannot learn elsewhere, or instruction on an improved method in subjects which are taught elsewhere, their benefit is great. But when they attempt to supply that instruction which the people can well attain elsewhere, and are willing to supply

for themselves, the benefit they confer is greatly diminished, perhaps even their effect is prejudicial. They give gratuitously what the people are ready to pay for, and check private enterprise and voluntary exertion.

"Instruction in the elements of the vernacular languages can be easily obtained outside the walls of the College, and its attainment is daily becoming more easy. Simple Reading, Writing, and Arithmetic according to the Native system as far as Division, are taught by the Natives themselves in a way which England adopted from them and designated as its national system. To teach these in our Colleges, seems a loss of time and of money, to say the least of it. The desirable object would be to take up the best Native boys at this point, and give them a superior education in the branches of learning in which we wish them to excel.

"Quarterly examinations for the admission of candidates should be held, and the best selected from those who present themselves to fill up vacancies. If the Institution is not much valued, the number of candidates will be small; but if the reverse, the number of candidates will be large, and probably so large as to warrant the demand of an entrance fee or even a periodical payment for instruction, which is a most desirable object to attain.

"It may be expected that as the Colleges rise in character, and the education they confer comes to be appreciated, the standard for admission may be raised so as gradually to discontinue that elementary instruction which is now given to the lowest classes."

In accordance with these views, the junior scholarships attached to the College have since 1816 been freely thrown open to out-candidates, no distinction being made between them and the College students. Intimation of the annual Examination is publicly given to the pupils of private schools. In 1846-47 twenty one out-candidates presented themselves, and seven of them obtained scholarships. In the following year, thirty five out-students competed, ten of whom were successful. At the Examination for 1848-49, sixty two out-door students competed for scholarships in Persian, and thirty two for scholarships in Sanscrit.

Section III.

Course of Study. English Department.

An English class was formed in 1828. At first, permission was granted to all students who were learning the Oriental languages to join that class, continuing to receive the stipends and to have their names on the

roll of the Oriental department. This arrangement was soon found to be inconvenient. More than half of the students of the Oriental department, expressed a desire to learn English. It was therefore determined to place the English department on an independent footing. A distinct foundation of 15 stipends was formed, to which students of the English class were alone eligible; and it was made a fundamental rule that any student leaving the Oriental department to study English, should forfeit all claim to any stipend he previously held. The number of stipends open to those who were learning English was gradually increased. In 1833 the number of stipendiary students was 134.

The Examiner reported in 1829 that at the annual Examination of that year, the boys were found to have made considerable progress in their English studies. They were minutely acquainted with all the facts mentioned in the early portion of the history of England. The Examiner added, "after an hour's cross questioning, no mistake could be noted against them. They remembered accurately the minutest transactions." They were also found to be well acquainted with the rules of English Grammar. They failed, however, in translating from Hindustani and Persian into idiomatic English.

In the following year, an improvement was observed in the style of reading of the boys, and they were said to be able to converse in English, though not with facility or grammatical precision. The translations into English, received the equivocal praise of being "such as might be expected."

In 1832 the study of Geometry was introduced. The general report for that year shewed that the improvement of the senior pupils was not very marked. They had reached a point of proficiency, it was stated, where more depended on their own exertions, than on what the Teacher could do for them.

In the annual report for 1835, the General Committee stated that one of the great desiderata in the English department, was the means of imparting a higher order of instruction. The local Committee were desired to digest and submit a plan for remodelling the Institution, including the appointment of a Professor. When Lord Auckland visited the College a year or two later, he notic-

ed the same want of a superior kind of instruction for the senior classes. The Native teachers received small salaries of little more than ten rupees a month, and the situations had consequently fallen into the hands of men of inferior attainments. These defects were remedied, when the Institutions generally were remodelled and the salaries of the teachers increased in 1840.

One of the most prominent defects noticed by the Examiners, during the early years of the English Institution, was an imperfect knowledge of the language. It was observed in 1836 that some of the pupils had commenced science too soon, before they were properly instructed in English. The Examiner recommended that the cultivation of the language should be prosecuted for a much longer period, before the sciences were commenced. Some years later, Sir E. Ryan found that scarcely a boy in the whole Institution could read English correctly and with a good pronunciation, although some of them were studying Brinkley's Astronomy.

The English and Oriental departments of the College, were for many years in a great measure distinct from one another, as regards the course of instruction and in almost every other respect. After a Principal was appointed, he perceived the desirableness of assimilating the studies of the two departments. He proposed that this plan should be followed out to the fullest extent, so that finally the studies of the two departments should become, if not identical, at least "strictly parallel."

In pursuance of this object, the students of the two departments were in 1843 examined, to a certain extent, in the same subjects and from the same Questions, and with a result not unfavourable, it was said, to the Oriental department. The Lieutenant-Governor expressed his approval of this plan, and desired that it should be continued. He thought the success of the measure would be facilitated, by bringing both Institutions under the same roof, which was also considered highly desirable on other grounds.

This attempt to assimilate the studies, applied particularly to the Historical, Moral and Scientific studies.* Mr.

* The subjects expressly mentioned are, Arithmetic, Geometry, Algebra, Natural Philosophy, Geography, History of India, Political Economy, and Jurisprudence.

Boutros, who was at that time the Principal, was of opinion that "the introduction of other subjects of instruction than those usually taught in Native Madressas, had tended to moderate the bigoted and illiberal spirit which mere students of Arabic and Persian Literature were apt to imbibe. He considered that this improvement would be still more manifest, when the present race of Teachers had passed away, and were succeeded by those who had been educated on the new system.

Along with this attempt to assimilate the studies of the English and Oriental departments, increased attention began to be paid to the cultivation of the Vernacular language. But even at Delhi, the Lieutenant-Governor remarked, where the purest Urdu was spoken and was familiar to all, the object of teaching the students to compose elegantly in that language or to translate into it idiomatically, had scarcely been attained. In translating into Urdu from other languages, the grammatical construction was frequently all that was changed, the general phraseology and turn of expression of the original language remaining unaltered.

The annual reports shew that the desire to learn English is gaining ground at Delhi. This tendency was so far back as 1833, perceptible, in which year there were 116 admissions into the English department. In 1845, the Principal reported that the number of pupils was so large in the elementary classes, as to call for an increased establishment and increased accommodation. The Lieutenant-Governor replied that if the number was larger than could be conveniently taught, it would be well to restrict admissions, either by raising the entrance fee or by choosing a higher standard of qualification for admission. It was subsequently added that by selecting the most proficient only of those who presented themselves for admission, the effect would be that candidates would come better prepared, and the elementary classes would be gradually extinguished.

Section IV.

Stipends. Tuition Fees. Number of Students.

It has been seen that when the establishment of a Government College was proposed, the local Agency at Delhi strongly recommended that a certain number of students should receive stipends for their support while under instruction, in accordance with a prevailing custom of the East.

The system was sanctioned by the General Committee. A certain number of stipends was set apart for each department of the College, including the Persian, Arabic, and Sanscrit departments. During the first year after the College opened, the number of stipendiary students was about 50, which in the following year was increased to 80. Each of these stipendiary students received 3 rupees a month. In 1828 there was a large increase of stipendiaries, and a minutely graduated scale of allowances was introduced, comprizing ten rates which rose gradually, from one rupee in the lower classes, to six rupees in the higher classes. So many different rates seem to have been found inconvenient, and after a short trial they gave place to two rates. An allowance of 2 rupees a month was bestowed on a certain number of boys from the date of their admission, which was raised to 5 rupees after they had arrived at a certain point of proficiency.

As the defects of the stipendiary system became manifest, the desire began to be felt of reducing the number of small stipends and increasing the number of the higher ones. Subsequently the principle was fully recognized, and a few stipends were added of the value of eight, ten, and sixteen rupees a month. In the annual Report for 1832 it is mentioned, that the views of the General Committee had been partly carried into effect, two of the most proficient students having been promoted to stipends of the value of 16 rupees a month, and two others to stipends of the value of 10 rupees.

When the stipendiary system was abolished in 1835, nowhere did its abolition create greater dissatisfaction or meet with stronger opposition than at Delhi. The local Committee made several unsuccessful remonstrances. They represented its effect in diminishing the number of students, and in shortening the period of study. The

General Committee regretted these circumstances, but they were unwilling to revive a system which, after a long trial, had signally failed.

The following table exhibits the number of stipendiary and non-stipendiary students of the College for each year from 1833 to 1838, from which may be seen to what extent the system had been carried both in the English and Oriental departments of this College, and the immediate effect of its abolition upon the number on the rolls.

	Oriental College.			English Institution.		
Year.	Stipendiaries.	Non-Stipendiaries.	Total.	Stipendiaries.	Non-Stipendiaries.	Total.
1833	243	36	279	134	18	152
1834	230	18	248	129	11	140
1835	217	10	227	127	61	188
1836	164	34	198	117	50	167
1837	124	17	141	68	40	108
1838	89	34	123	47	41	88

Subsequently when rewards of merit in the form of scholarships were introduced, the local Committee still avowed a preference for the small alimentary stipends, believing that they were best adapted to the poor condition of the people besides being agreeable to ancient custom. The General Committee replied that they had higher objects in view than to afford instruction to the sons of the poor and needy alone, and that the change from stipends to scholarships was not the result of a desire to economize, but of a conviction of the desirableness of the change on other grounds.

Some months after, Mr. Thomason proposed to sanction a partial revival of the stipends as a temporary measure. The Mahomedans, he stated, had always been accustomed to regard Schools and Colleges as eleemosynary Institutions for poor scholars. He considered that three rupees a month would be sufficient to afford support. At the same time he proposed a standard of proficiency for the attainment of the stipend, such as would have the effect of shutting out mere idlers.

This partial revival of stipends, had the immediate effect of increasing the number of pupils in the lower classes. The General Committee took notice of this effect. They did not consider it a sound or satisfactory system, that pupils should be induced to attend by the prospect of early pecuniary support. After a trial of a few months, the stipends again gave place to scholarships.

While the stipendiary system was in force, the few who were not fortunate enough to receive stipends were allowed to attend as free pupils. In 1831 the local Committee reported that they considered it unlikely that any natives of Delhi would be found willing to pay for their instruction, either in English or Persian, and that there would be but few candidates even for gratuitous instruction.

Some years elapsed before any attempt was made to induce the pupils to pay for their education. In the year 1844 a beginning was made in the English department, by demanding a small entrance fee as a condition of admission. The Committee observed that the attendance during the year had been more steady and regular then usual, which was believed to be due to the demand of an entrance fee, which, though trifling in amount, had given to education a value in the eyes of the parents and pupils that it did not possess before.

The local Committee proposed soon after, to extend the same rule to the Oriental department. A reference was made to Government on the subject. The Lieutenant-Governor replied that they might adopt the rule, if they were convinced of its expediency. It might, however, be more desirable to "leave the door as widely open as possible" for the admission of all who were willing to be brought under the liberalizing influences of our Institutions.

The measure of demanding an entrance fee in the Oriental department was again proposed a few years later, when it obtained the sanction of Government. It began to be understood that to leave the door widely open, may have the effect of shutting out those classes whom it would be most desirable to admit.

The next step was to demand a monthly tuition fee in the English department. This was tried in 1846 with only slight success. The principle adopted was, that the payments should vary according to the means of the parents, and that those whose incomes did not exceed 35

rupees a month should not be required to pay anything. On applying this sliding scale, it was found that scarcely any of the parents had an income exceeding 35 rupees a month. Only a very few were brought under contribution, and the amount raised was insignificant. The following scale of payment was finally adopted in 1847-48.

Income of Parents.	*Tuition Fee.*
100 rupees or more, ...	5 rupees.
70 and less than 100, ...	3 rupees.
35 and less than 70, ...	8 annas.

It may be observed that the system of a graduated scale of payment, according to the supposed means of the parents, was formerly tried in some of the Institutions of the Lower Provinces. It was found to be inconvenient. The invariable practice now is to levy a uniform rate, which simplifies greatly the process of collection.

The demand of a tuition fee has been introduced to a small extent in the Oriental department. In 1850 there were 16 paying pupils in the Persian department, 6 in the Arabic department, and 3 in the Sanscrit department.

Statement of Students and of Tuition Fees.

Year.	Total number of students.	Number of paying students.	Tuition Fees. Rs.
1835-36	364	0	0
1836-37	249	0	0
1837-38	211	0	0
1838-39	226	0	0
1839-40	189	0	0
1840-41	166	0	0
1841-42	326	0	0
1842-43	286	0	0
1843-44	305	0	0
1844-45	460	0	0
1845-46	375	0	0
1846-47	334	16	192
1847-48	359	12	321
1848-49	339	77	622
1849-50	336	125	958
1850-51	333	181	1,358

It will be observed that there was a great falling off in the number of students between 1835 and 1841. This arose from the abolition of stipends. When the scholarships were in 1841 split into small stipends, there was an immediate influx into the junior classes, and the total number of pupils rose at once from 166 to 326 or, as the annual reports state, to 426. After a while, when the stipends were changed into scholarships, there was again a falling off in the number of pupils. Afterwards an increase took place; which was again checked by the introduction of Tuition Fees, since which time the number has continued nearly the same.

Religion of the Students, and the number learning different languages.

Year.	Hindus	Mahomedans	Christians.	Number of students learning			
				English.	Oriental Languages.		
1835-36	201	158	5	166	198		
1836-37	134	108	7	108	141		
1837-38	114	89	8	88	123		
1838-39	140	80	6	123	103		
1839-40	105	73	11	85	104		
1840-41	93	70	3	84	82		
					Persian.	Arabic.	Sanscrit.
1841-42	214	102	10	157	146	*	46
1842-43	146	128	12	134	75	40	36
1843-44	179	111	15	162	53	58	32
1844-45	299	146	15	245	109	75	31
1845-46	230	132	13	196	115	66	24
1846-47	209	107	18	198	58	65	24
1847-48	234	109	16	231	43	72	17
1848-49	222	105	12	226	47	56	17
1849-50	231	94	11	224	61	43	19
1850-51	206	105	22	222	56	39	18

It is necessary to observe that the foregoing Tables will not be found to correspond exactly with those in the printed reports. The latter are obviously in some instances incorrect. For example, the number of those studying different languages between 1835 and 1841, as exhibited

in the annual report for 1840-41, falls short of the number of students of different denominations attending the College during the same period. Some of the other reports furnish data for correcting this error. Again, in the annual report for 1850-51, the printed returns exhibit nearly twice as many Mahomedan students as there are Hindus; whereas the reports of former years, exhibit nearly twice as many of the latter as of the former. It has been assumed that an error has crept into the printed returns for 1850-51.

No place has been found in the foregoing Statements for the number of students who are reading Urdu. It may be sufficient to mention that it comprehends nearly all of every class who are attending the College.

It will be observed that the number of students who are reading Sanscrit is gradually diminishing. The time seems to have arrived for removing Sanscrit from the course of study.

There is one feature by which Delhi College has been for many years distinguished from all the other Colleges both in the Upper and Lower Provinces, namely in the extent to which instruction is communicated through the medium of the vernacular language. This applies particularly to the subject of Mathematics in all its branches, and in a somewhat less degree to History and Moral science. This plan was steadily acted upon by Mr. Boutros while he was Principal of the College. It was continued with equal zeal by his successor Dr. Sprenger; and it is now recognized as part of the established system of instruction at Delhi. It is very desirable to allow this system to develop itself freely. After some years, we shall be able to compare its results with those of other systems.

CHAPTER I.

MEDICAL COLLEGE OF CALCUTTA.

SECTION I.

Foundation and Superintendence.

PREVIOUS to the foundation of the present Medical College, a Medical Institution, under the superintendence of Dr. Breton and afterwards of Dr. John Tytler, was maintained by Government for training Native Doctors for the army. There was only one European lecturer attached to this unpretending Institution, and one Native assistant. Instruction was communicated through the medium of Hindustani. The lecturer endeavoured to communicate some portion of modern medical science in his oral lectures. A few short treatises on medicine, were also translated into Hindustani for the use of the students. But competent judges were of opinion, that only a small amount of sound knowledge was imparted. In deference to the prejudices of the Natives, the dissection of the human body, which holds so prominent a place in the new Medical College, formed no part of the course of instruction. Dissection was only practised on the inferior animals, such as dogs and goats.

The young men who attended the old Medical Institution were all natives of the Upper Provinces, and were for the most part the sons of Native non-commissioned officers, and of Native doctors and sepoys. The training they received was designed to fit them for the duties of assistant apothecaries, and to make them expert compounders and dressers, and in short to qualify them for subordinate duties in the hospitals attached to the Native army.

In 1833 the subject of medical education attracted the particular attention of Government. A Committee, of which Dr. J. Grant was President, was appointed to make inquiries and to report upon the subject. This Committee reported that the existing Institution, did not afford the means of acquiring a thorough medical education. It appeared to the Committee desirable that a new Institution should be founded on a more extensive scale, "in which the various branches of medical science cultivated in Europe should be taught, and as nearly as possible on the most approved European system." It also formed a prominent feature of the plan, that instruction should be conveyed through the medium of English, because, it was said, "that language combines within itself the circle of all the sciences, and incalculable wealth of printed works and illustrations; circumstances that give it obvious advantages over the Oriental languages."

In January 1835, Government issued an order, founded on the report of the Committee, directing that the existing medical Institution, along with the medical classes of the Sanscrit and Mahomedan Colleges, should be abolished, and that a new Institution should be formed in which medical science should be taught on European principles and through the medium of the English language.

It was determined that the new College should be placed under the immediate superintendence of Dr. Bramley as Principal, aided by a European assistant Professor. The Committee of Public Instruction was authorized to exercise a general supervision over the Institution.

A certain number of Native youths were to be admitted as foundation students, receiving stipends varying from seven to twelve rupees a month. In addition to good character, as far as that could be ascertained, ability to read and write English and either Bengali or Hindustani, was to be regarded as an indispensable qualification for admission.

The College was opened on the 20th of February 1835. A preliminary Examination had been previously held for the selection of students. About a hundred candidates presented themselves, nearly all of whom had been educated either at the Hindu College, Mr. Hare's School, or the General Assembly's Institution. They were strictly

examined in the elementary branches of English, in Arithmetic and in Bengali. Twenty of them were considered qualified for admission, and were placed on the foundation as stipendiary students. Twenty nine more stipendiary students were selected previous to the opening of the College, making the total number forty nine. They could all speak and read English, and could write from dictation with tolerable correctness.

Of the forty-nine stipendiary students with which the College opened, forty eight were Hindus, and one was a Christian. There was not a single Mahomedan. Several Mahomedan youths had applied for admission, but it was found that they did not possess the requisite knowledge of English, their acquirements in which are described in the annual report as "meagre."

During the first few weeks, the classes assembled in a house adjoining the Hindu College. In May 1835, the establishment was removed to the premises which it has ever since occupied, but which have since been greatly enlarged. About the same time a Professor of Chemistry was appointed.

Dr. Bramley gives an interesting account, in the first annual report of the College, of the first successful attempt to teach Anatomy practically. He reports that the operations of the College after it was removed to the new premises, commenced with the delivery of a course of lectures on the rudiments of anatomical science. It was essential, he says, to ascertain, at as early a period as possible, the tastes and disposition of the pupils to receive instruction in a science to them perfectly new, and under any circumstances by no means inviting at the outset.

It appears that the first course of lectures on Anatomy, treated only of the bones of the human body. The bones were placed before the eyes and in the hands of the students, for inspection and examination. They were looked at, and turned round, and examined, with considerable curiosity. No repugnance was manifested. On the contrary, it is said, the young men appeared to exult in the opportunity afforded them, of shewing that they were superior to the common prejudices of their countrymen.

The second course of lectures commenced in October 1835. Up to this period actual dissection had not been practised by the class. "It would not have been advisable," says Dr. Bramley, "to put the dissecting knife into the hands of the students, until they had acquired some familiarity with the subject, and until their moral training had been so ripened as to admit of the final experiment being made with every probability of success." Dr. Bramley's report proceeds to state, that on the 28th of October, all doubt was removed. On that day, four of the most intelligent students undertook the dissection of the human subject.*

For some time after the College was opened, the students were allowed to visit the General Hospital, the Native Hospital, the Company's Dispensary and the Eye Infirmary, for the purpose of acquiring professional information; but it soon appeared that they did not avail themselves to any great extent of these advantages. Ere long the Professors perceived the necessity of having a Hospital attached to the College itself. The Professors stated, in their proposal on the subject submitted for the sanction of Government, that the General Hospital and the Native Hospital were both at a considerable distance from the College. It was also pointed out that the patients of the General Hospital were Europeans, "whose maladies differed materially from those of the Native constitution." What was wanted was a Hospital

* The following graphic account of the introduction of dissection, was given by Mr. Bethune in 1849, on the occasion of presenting to the College the portrait of Modusuden Gupto who took the lead among his countrymen in this new experiment.

"I have had the scene described to me. It had needed some time, some exercise of the persuasive art, before Modusuden could bend up his mind to the attempt; but having once taken the resolution, he never flinched or swerved from it. At the appointed hour, scalpel in hand, he followed Dr. Goodeve into the godown where the body lay ready. The other students, deeply interested in what was going forward but strangely agitated with mingled feelings of curiosity and alarm, crowded after them, but durst not enter the building where this fearful deed was to be perpetrated; they clustered round the door; they peeped through the jilmils, resolved at least to have ocular proof of its accomplishment. And when Modusuden's knife, held with a strong and steady hand, made a long and deep incision in the breast, the lookers-on drew a long gasping breath, like men relieved from the weight of some intolerable suspense."

in the immediate neighbourhood of the College, to which the students could have easy access.

This proposal was sanctioned, and in April 1838 a Hospital was opened within the College compound for the admission of patients of all classes. The Hospital was at first small, containing accommodation for only thirty patients. It has gradually been enlarged. At a subsequent period a separate Lying in Hospital was added. A large number of patients has been admitted into the former; but the number of patients in the latter, it is stated, has never been large, in consequence of the obstinate Native prejudices against which it has to contend.

When the Professors recommended the establishment of a general Hospital, they at the same time suggested that the proposed Fever Hospital (for which funds to a considerable amount were available) should be annexed to the College. The proposal was not acted upon immediately; but some years later it was revived and sanctioned, Government granting from funds at its disposal upwards of a lakh of rupees towards the object.

At an early period a Museum was also attached to the College, containing a large number of "morbid specimens." But the general reader can feel little interest in any details concerning it; and the specimens it contains, though described as interesting and beautiful and magnificent, may be most appropriately passed over in silence.

On the decease of Dr. Bramley early in 1837, no successor was appointed. The office of Principal was abolished, and the salary was applied to the purpose of increasing the number of Professors. It was determined that the Professors should in future form a Council for the management of the affairs of the College, subject to the control of the General Committee of Public Instruction. At the same time, Mr. Hare was appointed Secretary to the College.

After the lapse of a few years, certain irregularities were observed to have arisen from the College having no responsible Head. Government called the attention of the General Committee to the object of providing the means of more efficient supervision. The General Committee replied, that they were convinced of the necessity that existed for the affairs of the establish-

ment coming frequently under review. Dr. Bramley while he was Principal, had exercised a direct power of control. His seniority in years and enlarged experience, contributed to his influence. At present the College Council had no controlling Head. No one Professor could venture beyond his own specific charge, or trespass on the authority of another. If irregularities existed, no individual had the power of correcting them. It had lately come to the knowledge of the Committee, that the lectures on Botany had been discontinued for the last twelve months. There was no one even to report the matter to the General Committee, who had become acquainted with it by mere accident.

Subsequently, a Sub-Committee of the General Committee was appointed to visit the College once a month. The plan was continued for some time. Registers of attendance and of progress were examined with due attention. Everything was found right. After a while, the Sub-Committee discontinued their visits.

When the College was founded, two Professors only were appointed, who were expected to give instruction in the various branches of medical science. It was soon considered necessary to increase the number. In addition to the Professors of Medicine and Anatomy, separate Lecturers on Chemistry, Surgery and Botany were ere long appointed, and subsequently Lecturers have been appointed on Materia Medica, Midwifery and Diseases of the Eye. It thus appears that the principle of dividing labour, has been carried out to a very wide extent in this Institution.

At first the Professors held their appointments on condition that they should not engage in private practice, but should devote their whole time to the interests of the Institution. The prohibition no longer exists; or, if it exists, it has been allowed to become a dead letter. It is known to every body, that some of the Professors enjoy very extensive private practice.

Section II.

Enlargement of the College. Vernacular department. European Subordinate department.

There is a class of subordinate medical officers attached to the Native army, under the designation of Native Doctors. The duties of this class of medical officers are of a subordinate character, corresponding to those of stewards and assistant apothecaries, and embracing also the more mechanical duties of dressers and compounders. The pay of the Native Doctor corresponds with the humble character of his duties. It is only 20 rupees a month under ordinary circumstances, and in the field 25 rupees a month.

The medical assistants for this branch of the public service, were formerly educated at the Native Medical Institution under the superintendence of Dr. Breton and subsequently of Dr. John Tytler. They received only what may be called an elementary medical education. When the new Medical College was founded, one prominent object of its institution was to afford a more scientific education to this useful and indispensable class of officers. But ere long it became apparent, that the students of the College were receiving an education which qualified them for higher duties. The students themselves aspired to higher and more lucrative appointments. The supply of medical assistants for the army ceased.

In these circumstances the College Council, and more particularly Dr. O'Shaughnessy the Professor of Chemistry, proposed that a Vernacular department should be formed, in which instruction in medicine should be communicated to a limited extent, and through the medium of the Hindustani language. The General Committee of Public Instruction, to whom the suggestion was first made, were not prepared for such a communication. They observed that the proposition implied that the Medical College had failed to fulfil a principal object of its institution, and they desired the College Council to explain the cause of this failure.

The College Council replied that the duties of the medical assistants attached to the army were of a very subordinate character, and that there were few induce-

ments for men of superior acquirements to enter that branch of the service. The systematic instruction received at the College through the medium of English, and which was continued through a period of four years, raised the attainments and views of the students above the qualifications required for mere stewards and assistant apothecaries. They were inclined to regard this as a favourable sign. If the medical students had not hit the mark, they had vigorously shot beyond it. The predicament in which the College found itself was "the result of its own success." It was added, that the students were not unwilling to serve with the army; but they objected to the inferior position they would occupy as subordinate medical assistants, whose duties were such as required "no more knowledge than the readiest attempt at medical education could communicate in a few months."

After some hesitation, the General Committee came to the conclusion that it would be desirable, as an experiment, to open a Vernacular class in which instruction to a limited extent should be communicated through the medium of Hindustani. They considered it inexpedient to grant stipends to the pupils while under instruction, contrary to the strongly expressed opinion of the Professors of the College. They were, however, favourable to the less obnoxious measure of erecting lodgings within the College compound for the accommodation, free of expense, of those pupils who came from a distance. With reference to the superior attainments of the students of the Medical College, the General Committee observed that when Brahmin youths were seen eagerly dissecting the dead body, and when "their constant industry and thirst for knowledge became notorious, it could hardly be expected that their teachers should stop short, and baulk their generous ardour in the pursuit of science, to the neglect of a most interesting opportunity for shewing to what extent the education of a young Hindu could be carried."

The voluminous correspondence relating to the formation of a Vernacular department, came under the consideration of Government in April 1839. The President in Council, while noticing with approbation the successful examination which some of the students of the College had recently passed, regretted that one object of the exist-

ing Institution, the providing a superior class of medical assistants for the army, had not been fulfilled. He observed that "the practical purpose aimed at, should not be overlooked in the triumph of a successful advance beyond it." It appeared to the President in Council highly desirable to form a Vernacular School of the kind proposed, as the most suitable means of supplying the subordinate class of medical officers required for the public service. His Honor added that it might be desirable hereafter to establish subordinate seminaries of a similar kind in different parts of the country, in which some of the more highly educated students of the College might be usefully employed in the capacity of medical teachers and professors.

The following extracts from a notification published by Government in August 1839 will explain clearly the character and objects of the Vernacular department.

"The School will be thrown open for the admission of any persons desirous of acquiring medical knowledge, as well as for the instruction of those who enter the Institution under the engagements and terms of service hereinafter specified. To the first of these classes of persons the subjoined rules do not apply, it being understood that such persons resort to the Institution in order to qualify themselves for eventually undertaking private practice in the medical profession.

"Hindus and Mahomedans are equally admissible when duly qualified, on the sole condition that they be of respectable character. Where qualifications are equal, a preference will be shown to the sons or near relatives of Native Officers, and other respectable persons in the service of Government. Candidates from the provinces of Assam and Arracan will be specially considered.

"Students are admissible into the Institution at from 16 to 22 years of age, and upon their admission they are to enter into an engagement to serve the Government as Native Doctors, as vacancies may occur, for a period of not less than seven years from the time of their leaving the Institution in that capacity, unless prevented serving that period by physical inability proved before a medical Committee and certified accordingly. After a service of seven years, they may demand their discharge in time of peace.

"From the date of admission into the Institution the students will receive diet money, at the public charge, at the rate of 5 rupees each per mensem, to be continued to them during the period of their abode at the Institution.

"The students will be required before they obtain admission into the service as Native Doctors, to pass an Examination before the Professors of the Medical College, upon whose report of their qualification for the public service made through the College Council to the Medical Board, the students will be appointed to the situation of

Native Doctors on the occurrence of vacancies, in the same manner as Native Doctors have hitherto been appointed."

The Vernacular department, (which is sometimes styled the Secondary School, the Hindustani class, or the Military class,) opened in October 1839 with 50 stipendiary students, who were chiefly Mahomedans. It was expected that 20 qualified students would be discharged annually, a number deemed at the time sufficient for the wants of the army. In a few years this number was found insufficient, in consequence of the great demand for medical assistants during the wars beyond the Indus, in the Punjab and in China. The number of stipendiary students was therefore increased to 100, exclusive of from 10 to 20 who are placed in the Institution by the public authorities in Assam and Arracan.*

Besides the Native medical assistants attached to the army, there are also European and East Indian assistants who perform similar duties in European hospitals. This class forms what is called the European subordinate department. Those admitted to this department serve for several years as apprentices. They are afterwards promoted to the situation of assistant apothecary and steward.

* Many years ago it was proposed to add a Bengali department to the College, for the purpose of affording medical instruction to a certain number of natives of Bengal in their own vernacular. It was thought that those educated in this department, might be scattered over the unhealthy districts of Bengal with great benefit to the inhabitants in time of sickness.

The suggestion was not acted upon for a number of years. In the present year it has been revived, and a Bengali department has been actually opened. The general plan upon which it is formed, is very similar to that of the Hindustani department. There are to be 50 stipendiary students, each receiving a subsistence allowance of 5 rupees a month. Any number of others may join it as free students, and zemindars and the superintendents of Charitable Institutions will be allowed the privilege of placing youths in the class for gratuitous instruction. The usual period of study will be two years. The students must practise dissection on the human body and must attend the hospitals.

There is, however, this prominent difference between the Hindustani department and the Bengali department, that while the passed students of the former are mainly employed in connection with the army, those of the latter are intended more for civil stations as vaccinators, assistants in jail hospitals, and for general medical employment under deputy magistrates.

As far back as 1838, Dr. Goodeve submitted a plan for the better education of these medical assistants. He proposed that all candidates for the situation of hospital apprentice, should be required to study at the Medical College for two years, and that their selection for service should depend upon the favourable report of the Professors of the College.

The proposal met with only a slight degree of encouragement. A few of the apprentices of the Presidency hospitals, were allowed to hear the lectures delivered at the Medical College. After a short trial the experiment failed; partly, it is said, in consequence of the apathy of the young men, who had no strong inducement to study, their subsequent advancement depending in no degree on the report of the Professors. It was also found that the hospital duties, which they were obliged to attend to, interfered with their studies. After a while the experiment was discontinued as entirely useless.

In 1844 Dr. Goodeve, whose views were adopted by the other Professors, again drew attention to the subject of affording systematic instruction to the European subordinate department. He stated that the European and East Indian hospital apprentices were for the most part young men of "meagre general acquirements," and that they possessed no medical knowledge, except what they could casually pick up during their service in the hospitals, and which in most cases did not extend beyond the routine duties of dressers and compounders. Nevertheless these individuals were sometimes placed in situations, where "the lives and health of a considerable number of people were dependent upon their skill and information."

In order to improve the education of this class of officers, Dr. Goodeve and his colleagues proposed that all who entered the department should undergo a preliminary examination in English; that they should study for a period of four years in the Medical College, where they should receive a complete medical education embracing the subjects of Anatomy, Physiology, Chemistry, Materia Medica, Pharmacy, the practice of Physic, Midwifery and Surgery. Finally it was proposed that after passing a rigid examination, they should be appointed at once to the situation of assistant apothecary, the grade of apprentice being entirely done away with

This scheme was referred to the Medical Board, who reported upon it at great length. With reference to the remark that the hospital apprentices were without any systematic training, and possessed only such knowledge as they were able to pick up by the way side, the Medical Board observed that both regimental and superintending Surgeons were enjoined to watch over the conduct of the young men, and carefully to instruct them, and that this duty was for the most part performed "scrupulously and conscientiously." Many of the apprentices acquired a high degree of skill and efficiency in the performance of their duties, and those who betrayed unwillingness or inaptitude were removed from the service after a certain period of probation. On those very rare occasions, when it had been found necessary to employ officers of the subordinate department in independent charge of a considerable body of men, competent individuals had been always available. There was some reason to apprehend that when the apprentices had studied for a period of four years at the College, and had passed a brilliant examination in Anatomy, Physiology, Chemistry, Materia Medica, Pharmacy, the practice of Physic, Midwifery and Surgery, they would be found to possess an amount of knowledge "which would be rarely called into exercise in their position as members of the subordinate medical department." It might, happen that a refined and extended education, would unfit them for the performance of their ordinary and indispensable duties. It was also to be borne in mind that on the present system, the apprentices were trained to the duties of steward as well as apothecary, and that skill in that office could only be acquired in the hospital.

The Medical Board added that they would be glad to see the system introduced, of subjecting the medical subordinates to a searching examination previous to promotion from one grade to another. Nor were they disposed to deny that there might be some elements of good in the scheme for the better education of the subordinate department proposed by the Professors of the College. They recommended a trial of it on a limited scale, with the view of ascertaining by experience what benefits would attend it.

The Council of Education returned a smart reply to

this communication. It is not needful to enter into the arguments used. It may be sufficient to say that the strong point in the Medical Board's view of the case was lost sight of, that there are certain subordinate duties which must be performed in the hospitals, and that these duties may be efficiently performed by a class of officers less highly educated than those who are qualified to obtain a surgeon's diploma. It is curious to observe that the Council's letter does not make a single concession to the authority of the Medical Board, on a question which lay entirely within the province of the latter body and concerning which it was peculiarly well qualified to judge. On the contrary, while Dr. Goodeve's scheme proposes four years as the period of study, the Council's letter proposes *five years* as a more suitable period, and suggests that not only the office of apprentice, but that of steward also, should be abolished as "useless."

The question was referred to the Court of Directors, who concurred generally in the views of the Medical Board. At the same time they desired that such improvements should be introduced, as would qualify the medical subordinates to perform their duties efficiently when called upon to act on their own judgment, and which would not have the effect of unfitting them for the ordinary duties demanding their attention in the hospitals.

The Medical Board, in whose hands the arrangements were finally left, determined to select about a dozen young men who had already served two years as apprentices, and to place them at the Medical College. The period of study was not to extend beyond two years, and instruction was to be confined to a few of the most important branches, including Materia Medica and Anatomy, and more especially practical instruction in the hospitals attached to the College.

The College Council had a few parting words to say in regard to the unsuitableness of these arrangements; but they were not attended to. The arrangements proposed by the Medical Board received the sanction of Government, and shortly afterwards the following rules relative to the European subordinate department were published for general information.

"Candidates must be prepared to undergo an examina-

tion before a Committee composed of two medical officers and a passed interpreter, respecting their knowledge of the English language generally, including orthography, the meaning of words, writing from dictation, simple arithmetic as far as the rule of three, and a colloquial knowledge of Hindustani.

"Passed candidates for admission to the department must serve two years in the grade of apprentice in the Hospital of a European Regiment, or in the General Hospital at the Presidency, and during that period have given proofs of general good conduct and readiness to qualify themselves for the performance of their duties, otherwise they will not be considered eligible for a studentship in the Medical College.

"At the expiration of their two years' study, the student apprentices will undergo an examination by the Professors of the College, and three assessors selected under the orders of Government, from the number of medical officers serving at the Presidency, and on their affording proof of proficiency in the branches above noted, they will be drafted to European Regiments, or to the General Hospital at the Presidency, there to await their turn for promotion as assistant apothecaries or assistant stewards.

"In future all subordinate medical officers, shall be subjected to a searching examination previously to promotion in the department. No apprentice shall be promoted to the rank of assistant apothecary or of assistant steward, and no assistant apothecary or assistant steward shall be promoted to the higher grades of the department, who cannot produce satisfactory testimonials of good character, and afford proof on examination by the Committee of three medical officers belonging to European corps, of continued proficiency in the above branches of professional knowledge."

The foregoing remarks on the extension of the College, refer only to what may be considered changes in its constitution. But in addition to these, other changes of an important though less general character have taken place. Several hospitals have been attached to the College. First a general hospital was opened, then a female hospital, then a fever hospital. Lately an eye infirmary has been proposed, and in part formed. There is also a

museum on the premises, and a dispensary, and a laboratory for general purposes. All this apparatus has been considered indispensable for the instruction of the students.

The number of European Professors has been gradually increased from two to ten. In addition to these, there are attached to the College a European House Surgeon and five Native Sub-Assistant Surgeons. The ten European Professors and one of the Native Sub-Assistant Surgeons, deliver lectures on different branches of medical science to the students of the English department. Three of the Native Sub-Assistant Surgeons instruct the students of the Hindustani class, and the other Sub-Assistant Surgeon is attached to one of the hospitals.

Section III.

Course of Study, and Progress of the Students.

The first annual report of the College states that the course of study comprised Anatomy, Physiology, Chemistry, the theory and practice of Physic, medical Botany, Materia Medica and Pharmacy. The branches which appear to have been studied with most attention were Anatomy, Chemistry and Pharmacy. Dr. Bramley in his interesting report of the College written in 1836, describes the mode of instruction followed in each of these branches, which was as follows.

The first course of lectures on Anatomy was introductory, and was confined to the single subject of the bones of the human frame. In the second course, the lecturer advanced a step farther. The attention of the students was drawn to the muscles, arteries, nerves, the brain, and the organs of sense. The object was to familiarize the students with the subject by degrees. Plates and models were used for the purpose of illustration. The progress made by the students was tested by weekly examinations. It was found that the "technicalities" of the science, had been acquired with singular accuracy. Care was taken to prevent superficial knowledge and what is called rote-learning, by teaching orally and with

the objects on which explanations were offered placed before the eyes of the students. The same system was followed in the weekly examinations. If a student was desired to "demonstrate" a bone, he was expected to point out "its relative position, its connections, its various processes and foramina, with the parts attached to or passing through them, and their ultimate distribution." The dissecting knife was for the first time put into the hands of the students in the cold weather of 1836. This has been considered so important an event, that the precise date of the occurrence has been carefully preserved. It was on the 28th of October 1836. "On that day," says Dr. Bramley, "which may be regarded as an eventful era in the annals of the Medical College, four of the most intelligent and respectable pupils, at their own solicitation, undertook the dissection of the human body." It is stated that on this first occasion, they dissected with accuracy and nicety "several of the most interesting parts of the body."

The object kept in view in the first course of lectures on Chemistry, after a few introductory lectures for the purpose of exciting attention, was to make the students acquainted with those portions of the science which were "practically valuable in medicine or in the useful arts." There was also formed what was called a practical class, in which a certain number of the most proficient students were trained to use the Chemical apparatus and to repeat the experiments which they had previously witnessed in the class-room. They thus acquired a more intimate acquaintance with the subject than could be gained from mere lectures, which sometimes, to use a homely phrase, go in at one ear and come out at the other. It is particularly noticed that no servants were allowed to this class; the pupils themselves did all the work, making the fires, cleaning the apparatus, and performing every part of the experiment with their own hands. The most material obstacle to the progress of this class, was the difficulty of keeping the apparatus in working order, few of the Native artizans being able to make or mend the simplest instrument.

In instructing the class in Pharmacy, Dr. Bramley adopted a method which he considered suitable to the peculiar circumstances of Native students studying in a foreign

language, and who had not the means of attending a large dispensary. A class book treating of the subject, was put into the hands of the students, and each was called upon in turn to read a portion of it. They were required to explain any technical phrase met with in the passage read, and afterwards to explain the general meaning of the whole. After some conversation on the subject, in the course of which the Professor offered such observations and comments as he thought would be useful, a case was proposed for which the students were individually required to prescribe. The prescriptions were examined, and those which were deemed most suitable were "made up" by the students before they left the class-room.

I have been thus particular in describing the mode of instruction followed in these three important branches, as it is always interesting to observe the methods employed by practical and earnest minds at the commencement of a new experiment.

Previous to the first Examination for diplomas, which was held in November 1838, each candidate had attended three courses of lectures on Anatomy and Physiology, three of Chemistry, two of Materia Medica, two of general and medical Botany, two of the practice of Physic, and three of the principles and practice of Surgery. This appeared to the Examiners to embrace all the branches of a complete medical education, with the exception of Midwifery.

Previous to 1843, the regular period of study extended to four years; since that time it has been enlarged to five years, the former period being considered too short.

The passed students are allowed by Government to assume the title of Graduate of Medicine. The Medical College is now recognized by the College of Surgeons in England and by the university of London; that is, it now enjoys the privilege of preparing candidates for the diplomas and degrees conferred by those Institutions. There has been one instance in which a Graduate of the Medical College went to England, at his own expense, for the purpose of taking the degree of MD. He succeeded in gaining the object of his ambition, and on returning to this country he immediately doubled his fee, in consideration of the increased value of his advice and prescriptions.

Some remarks will now be offered on the progress of the students of the English department. It may be premised that in the early years of the Institution, Government considered it indispensable that the Examinations for diplomas should be conducted independently of the Professors of the College. Since then, a partial change has been introduced. A superintending Examiner and Assessors are appointed by Government, and each Professor examines in his own department on topics selected by the superintending Examiner and Assessors, with whom rests the power of passing or rejecting the candidate.

The first Examination for diplomas was of a very searching character. The ordeal lasted for seven days. The Examination turned chiefly on Anatomy and Chemistry. To test the acquirements of the students in the latter subject, they were required to determine, by the application of tests, the nature of various liquids in phials without labels, and also the nature of various dry substances of similar colour and consistence. This part of the Examination was considered very successful. On the whole, the result of the Examination proved, in the opinion of the Examiners, that the knowledge of the most proficient students was of "a solid and well-grounded character" in Chemistry, Anatomy and Physiology. The Examiners entertained no doubt that equal proficiency would be attained in the more practical branches, when better means were available within the College of studying disease at the bedside of the sick. On this occasion four of the students were considered qualified for diplomas, though they had only studied for three years, which was one year less than the prescribed period.

After the lapse of some years, the reports of the Examiners became less favourable. One defect which forced itself into notice, was the imperfect acquaintance of the students with English. In 1841, the General Committee observed that a want of fluency in speaking, and carelessness and inaccuracy in writing English, were prominently observable in the Medical College. In 1842 the Examiners noticed the same defect, which, they apprehended, prevented the students from following and deriving full benefit from the lectures of the Professors. Again in 1845, the Examiners noticed

the defective composition of the students. They considered it impossible that those who were so ignorant of the language, could derive proper benefit from the lectures. In consequence of these repeated notices, the College Council determined to raise the qualification for admission, and to be more careful in conferring stipends only on those who evinced a respectable acquaintance with the language through the medium of which they were to be taught. The mode adopted was not that which would generally be considered as most likely to be successful. In addition to the former qualification, a knowledge was required of Algebra, Geometry and Natural Philosophy.

The degree of proficiency attained by the students at a later period, will be best exhibited by extracts from the reports of Dr. Forsyth, who has for several years been the Examiner appointed by Government to conduct the Examination for diplomas. In 1846, Dr. Forsyth reported that of the twelve candidates for the College Degree, only seven were, in the judgment of the Assessors, qualified to obtain it. He then proceeded to offer the following general remarks.

"For this result, and for the moderate degree of intelligence generally displayed in the course of the year's examinations, the Council will no doubt have been prepared by the reports of the periodical examinations previously held by the professors of the institution.

"In bringing under the notice of the Council, however, the fact that an unfavourable impression has been left on the minds of the assessors by the "result" of the present season, as contrasted with the degree of proficiency displayed on former occasions, it is proper to state that the falling off is ascribed, in a great measure, to the natural dullness, and probable want of ardour, in the larger proportion of the students themselves; as the very successful examinations passed by a few of them, have satisfied the assessors, that when the student is apt and diligent, the means of obtaining a good professional education are available at the medical college.

"Besides the caution which the above remarks would appear to suggest in selecting for studentships such only of the candidates as evince a competent familiarity with the language, through the medium of which they are to be taught, and who are remarkable for quickness of parts as far as that can be ascertained, it is my duty to bring under the notice of the Council the circumstance that the deficiency exhibited by so large a proportion of the candidates of the present session, has not appeared to the assessors to be so much in an imperfect acquaintance with the learning of their profession, as in their want of capacity in applying that learning to actual practice; and for this defect the best remedy, in the opinion of the assessors,

would be the institution in the College of a more extended and more perfect system of clinical instruction, than appears to have obtained hitherto, and at the same time, the exaction from the students of a closer attendance in the dispensaries and wards of the hospital, where they ought to be employed regularly, under the House Surgeon, during a certain portion of their 'curriculum' in performing all the minor operations of surgery; and in compounding and exhibiting, with their own hands, the medicines prescribed. In this way alone, it is believed can the painful hesitation witnessed in so many instances during the late examination, be avoided in time to come, as well as the still more painful embarrassment and want of confidence in themselves, which must necessarily be betrayed during the first year or two of their employment in the active duties of their profession."

In the following year, Dr. Forsyth was in a position to report more favourably. A larger proportion of candidates gained diplomas, and the Examiner's report closed with the following observations.

"It is but just to state, with reference to the report of the past year, that indications of increased industry on the part of the students, and of a more enlarged and intimate acquaintance with all the branches of professional knowledge, were very apparent in the course of the examination on the present occasion.

"As regards the very important branches of clinical instruction, minor operations of surgery, and compounding of medicines, to which the attention of the Council was solicited in last year's report, the assessors see reason to be satisfied that full advantage has been taken, by both teachers and pupils, of the means at their disposal. But on these points they think that there is still room for amendment, which, however, they are fully aware can only be attained by more extended hospital accommodation in the College premises, for both medical and surgical cases."

In 1851, the Examiner stated it to be his impression and that of the Assessors, that the students generally who came up for examination, had displayed a knowledge of the several branches of study "scarcely equalling the average of the two or three last years."

Great stress has always been laid by the Professors of the College upon the importance of dissecting the human body, as a means of instruction to the medical student. The number of bodies dissected during the year, occupies a conspicuous place in the annual reports, and seems to be regarded as the great test of the usefulness of the Institution.*

* The number of bodies dissected annually, has been steadily increasing since the establishment of the College. It was at first 60; it now amounts to the startling number of 750.

In some of the reports subsequent to 1845, it is noticed that the attendance of the students in the dissecting-room was less regular than it used to be. The causes of this neglect are not mentioned. The most probable reason is that the expectations of the students have not been realized, and that they do not find in dissection the means of acquiring useful medical knowledge, which they can obtain in no other way. We may suppose them to reason in the following manner. If the practice of dissection is meant to teach us expertness in amputating arms and legs, and in removing other diseased parts of the human body, this is a purpose which we can well understand; but such expertness might be acquired in nearly the same degree, by practising upon the inferior animals as our ancestors did before us. There is no reason that we should be employed for so many hours every day in dissecting the human body, which is so revolting to our feelings, and to which nothing can reconcile us, but a conviction of its utility and absolute necessity as a means of obtaining practically useful medical knowledge. We also perceive that, in another point of view, dissection may be useful to a few original inquirers, whose object is to make new discoveries in medical science, or to revise and correct the opinions of their predecessors. But for us, who are not expected to strike into new paths, or to extend the boundaries of science, it is less indispensable. Our task is a more humble one. Enough for us, if by studying the best writers and aided by those beautiful plates which modern art has placed within our reach, we become acquainted with the human frame as seen by the eyes of accurate observers, who have made the subject the study of their whole lives. Our safest course, and that which is most likely to produce the most useful results, is to learn from others, and then diligently to practise what they have taught us.

If Medicine bears any analogy to other arts, it may perhaps be allowed that there is some truth in this reasoning. We can apply the truths of natural philosophy in all the arts, without repeating those original investigations which led to their discovery. The farmer can apply the truths of experience and of modern chemistry—sows his seed and reaps his harvest—without making any original experiments. It is the same in manufactures; men who

have never dreamt of making independent discoveries, can yet skilfully apply the discoveries of others. As a general rule, they are likely to be more successful in practice, the more they confine themselves to it alone. Is there any reason why Medicine should not rank with other practical arts, or that the attention of the medical student should not be chiefly directed to the application of known truths?

Another subject to which great importance is attached by all the Examiners, and the value of which can scarcely be overrated, is what is called "clinical instruction," comprising that living knowledge in regard to the symptoms of disease which no books can adequately supply, and which the medical student must acquire by his own observation at the bed-side of the patient. It was chiefly by plying this argument of the importance of clinical instruction, that those interested in the extension of the Institution have obtained the funds for building and maintaining so many Hospitals in the immediate neighbourhood of the College. The Native Hospital, the General Hospital, the Eye Infirmary, were all found to be at too great a distance. The students seldom visited them, and thus lost the opportunity of acquiring the most valuable kind of medical knowledge. It must have been very disheartening to the friends of the College, to find the students availing themselves so slightly as they did of the excellent means of instruction to be found in the Native and General Hospitals. All students worthy of the name, are ready to encounter difficulties; and if the medical students had met them cheerfully in the present instance, it would have been the best security that they would make a proper use of any similar means of instruction, which might afterwards be provided for them within the College compound.

In looking over the annual reports, the unprofessional reader is surprised at the number of Professors in an Institution, which has so few students and which turns out so small a number of graduates. The inquiry naturally arises, are so many as ten European Lecturers absolutely required in the English department alone, from which not more than ten graduates on an average come forth annually? This single department has a Professor of Anatomy, and a distinct Professor of descriptive

and surgical Anatomy, and an assistant Demonstrator of Anatomy. There is a Professor of Materia Medica, and another of Chemistry, and another of medical Botany, and another of what is called medical Jurisprudence. In addition to these, there is a Professor of Medicine, a Professor of Surgery and a Professor of Midwifery; and very lately an additional Professor has been appointed to deliver lectures on the Eye.

A still more important question is, whether it is desirable as a system of education, and with a view only to the progress of the students in useful medical knowledge, that the subject of medicine should be divided into so many branches. It can scarcely fail to appear to every one who reflects upon it, that when the subject is thus minutely subdivided, the Lecturer will be apt to devote too much attention to unimportant matters, to what is rare and curious, instead of confining himself to those broad principles and those general features of disease, which it is of most importance to the student and future practitioner to be thoroughly acquainted with. What reason is there to have more than one Lecturer on Anatomy, so long as the class is not so large as to require to be subdivided? What sufficient reason is there for separating the chair of medical Botany from that of Materia Medica? Why should what has been strangely called medical Jurisprudence, be regarded as a distinct branch, requiring a distinct Lecturer? And important as the Eye is, and wonderful in its structure, it is surely refining too far to appoint a distinct Lecturer on this single organ. It may be said that each of these subjects is so extensive, as to require the undivided attention of one man to master it thoroughly. This may be very true. One man may not be able to master one-half of the truth embraced in each of these subjects. But the question is not regarding perfect knowledge, but regarding a useful system of instruction; and it is very wonderful if more than five or six Professors are required to teach, to the full extent that is useful and profitable, all that each student is expected to learn. It is but right to mention that the present system is defended, on the ground that in the most famous schools and universities of Europe, it is unusual for the same Professor to teach more than one branch of medical science.

It is now proposed to add a very few remaks on the course of study and the general proficiency of the Vernacular department. This department is chiefly under the management of Native teachers. The course of instruction is less extensive than that of the English department, being confined to Anatomy, Pharmacy, Medicine and Surgery.

In one of the early reports, it is observed that the information acquired was too much the result of learning by rote. Thus some of the students, it was found, could describe accurately any bone of the human body, but when the bone was placed before them, they did not know to what part of the frame it belonged. Others were able to specify all the properties of particular drugs, which when placed before them they could not identify.

The later reports are more favourable. On several occasions the skill in dissection displayed by the students of this department is spoken of in terms of high praise, and as quite equal to that of the students of the English department. The object has been kept in view of making the instruction more practical, than it was in the old Medical Institution. For this purpose, the dissection of the human body has been from the first regarded as a leading branch of instruction. Some of the reports also shew that clinical instruction is carefully attended to. Mr. Daly the Superintendent of the out-door dispensary, stated in 1846 that a large number of the students had been employed during the year as clinical clerks and dressers. Each student kept a journal in which he was required to enter every case of more than ordinary interest that came under his observation, "first noting down a careful history of the case, and afterwards taking daily reports of the symptoms, and plan of treatment adopted, until the patient was relieved." They were required to perform minor surgical operations, such as bleeding, cupping, tooth-drawing, and to practise the ordinary duties of hospital dressers, such as preparing plasters, and dressing sores. They were thus not merely taught theoretically, but were accustomed to apply their knowledge to practice, and were trained in the best possible way for future usefulness.

It has been mentioned that the students of this department are taught chiefly by Native teachers. For several

years, however, one of the European Professors instructed them in Military Surgery, and latterly the European superintendent of the out-door dispensary has given them practical instruction in his own department. Some years ago the Court of Directors expressed a desire, that they should have the advantage to a greater extent of European superintendence and tuition; and the College Council offered some general suggestions in furtherance of that object.

Section IV.

Scheme of sending some of the students to England.

In the report of the Committee appointed by Government, previous to the establishment of the College, the suggestion was made that a certain number of the most promising students of the future College, should be sent to England to complete their education. Great advantages were anticipated from the measure, as a means of enlarging the knowledge, forming the character and refining the manners of the students.

Some correspondence took place on the subject in 1838, between the College Council and the General Committee of Public Instruction, and between the latter body and Government. Both the General Committee and the College Council were strongly in favour of the measure. It was believed that eight students with a Professor in charge of them, might be sent to England and supported there for two years, for a sum not much exceeding 4,000 pounds. The College Council were fully persuaded that the expense at the utmost would not exceed 5,000 pounds. The General Committee, on further consideration, were led to recommend that the students should be allowed to remain in England for three years, instead of two. These young men would on their return to India be qualified, the General Committee thought, to act as assistant Professors of the Medical College, or as independent Lecturers, or as superintendents of the Vernacular medical schools which might hereafter be established in the provinces. It was also hoped that the Court of Directors would be induced, to confer upon some of them the appointment of Assistant Surgeon.

When the proposition came before Government, it

met with a cold reception. It was observed that the expense of the experiment, during the time of its continuance, would nearly double the expenditure of the College, and that the present was not a fit time for incurring so considerable an expense "for objects of which the utility was questionable."

The scheme was revived in the beginning of 1845, when Dwarkanath Tagore, who was about to visit England, offered to take with him two of the medical students, and to bear the whole expense of their education. About the same time Dr. Goodeve, one of the Professors of the Medical College, intimated to the Council of Education that he would be glad to proceed to England in charge of the students; he also offered to bear the expense of a third student. Subsequently a sum of money was subscribed, half of which was the gift of the Nawab of Moorshedabad, to defray the expense of a fourth student. Under these favourable circumstances, the Council of Education addressed Government on the subject, and strongly recommended that the scheme should be carried into effect. They also recommended that the students should be placed under the charge of Dr. Goodeve, who should be permitted to retain half of his staff allowance while in England, and should receive back his appointment in the Medical College on his return. Government sanctioned these arrangements.

Four young men, (Bholanath Bose, Gopal Chunder Seal, Soorjo Coomar Chuckerbutty and Dwarkanath Bose) accompanied Dr. Goodeve to England. On their arrival in London, in the summer of 1845, they were placed at University College, and immediately entered upon their medical studies.

Their career at University College was highly creditable to them. In the first year, two of them gained Medals for extraordinary proficiency in particular branches of study, and the two others gained certificates of proficiency. Their subsequent career was equally successful. In December 1846, Bholanath Bose, Gopal Chunder Seal and Dwarkanath Bose obtained the diploma of the College of Surgeons. Soon after this, Dwarkanath Bose returned to India. The other three continued to prosecute their studies in England, and all of them subsequently took the degree of M.D.

Great praise is due to them for maintaining so respectable a position in competition with their English fellow-students, especially when it is considered that they had to pass their examinations in a foreign language. But it must be remembered that if they laboured under some disadvantages, they enjoyed some peculiar advantages likewise. They had received a preliminary education before they left the shores of India, and while in England they were constantly assisted by their excellent tutor Dr. Goodeve, who was always ready to point out to them the best sources of information and to place every means of improvement within their reach.

All the young men returned safe to India, after completing their medical education. Two of them (Baboo Dwarkanath Bose and Dr. Soorjo Coomar Chuckerbutty) after their return were attached to the Medical College. Dr. Bholanath Bose and Dr. Gopal Chunder Seal received appointments in the Punjab.

The benefit these young men derived by going to England, was not confined to the receiving a sounder medical education than they could have obtained in this country. They travelled over some of the most interesting parts of the British Empire and of the Continent. Every opportunity was afforded them of gaining a knowledge of their profession by visiting museums and hospitals, and of having their general knowledge enlarged by seeing whatever was interesting and wonderful in the places which they visited. They enjoyed all the advantages that are gained by observing new scenes, new arts, new institutions, and a more active and energetic social life than they had been accustomed to in India. That their minds have been opened and enlarged, is evident to all. Is it equally certain that they have acquired those principles of integrity, and that strong sense of duty, and that desire to be useful, which are part of the character of the English people? Of this it would, at the present time, be premature to judge; but we may hope that their future lives will furnish a satisfactory reply to this question.

Section V.

Employment of passed students, and scale of remuneration.

In order to open a field of employment for the students, the College Council proposed in 1837 that a new grade, under the designation of Sub-assistant Surgeons, should be created in the medical department of the army, to which graduates of the Medical College should be eligible. They proposed that there should be forty of these appointments, and that the sub-assistant surgeons should be divided into three classes, the lowest of which should have a salary attached to it of 60 rupees, the next 100 rupees, and the highest 150 rupees. No one was to be promoted to the second class till after serving five years, or to the highest till after serving fifteen years.

The General Committee of Public Instruction to whom the plan was in the first instance submitted, believed that such a Native medical staff would be found useful, and that the plan generally had strong claims upon the consideration of Government. By adopting it, they said, the state would obtain a cheap class of medical officers "on whom the climate would make no impression," and it would render a large addition to the junior grades of the European medical staff unnecessary.

The question then came before Government, by whom it was referred to the Medical Board. The Medical Board were unfavourable to the measure, and stated such reasons as convinced Government that "the introduction of sub-assistant surgeons into Native Regiments must be very gradual."

In 1838 Government wished to establish Dispensaries in different parts of the country; and it was thought that the students of the Medical College might be advantageously employed in superintending them. Four students were found qualified at the first Examination which was held in 1838, and they were placed in charge of Dispensaries, under the title of Sub-assistant Surgeons and on salaries of 100 rupees a month. For some years, a very large proportion of the passed students were placed in similar appointments, on salaries ranging from 60 to 100 rupees a month. In 1840 nine of the passed students

were employed in dispensaries at Delhi, Agra and other stations. In 1842 six more were appointed to similar situations, one of whom was, at the request of the King of Oude, attached to the hospital at Lucknow on a salary of 150 rupees a month. In the report for 1847 there is a list of fifty three Sub-Assistant Surgeons, who were attached to dispensaries and jail hospitals. The same report contains a list of upwards of one hundred passed students of the Vernacular department, with the names of the regiments to which they were attached. Of late years, no reports of this kind appear to have been published.

In 1842, the Medical Board stated that after a careful perusal of the reports of the European Superintendents of Government dispensaries, on the conduct and qualifications of Sub-Assistant Surgeons, they were disposed to consider the latter "a most useful and meritorious class of practitioners, who seemed to spare neither time nor expense in adding to the knowledge they had already acquired." Some patients had had their sight restored, and other wonderful cures had been effected, by which the fame of the dispensaries had been spread far and wide.

In 1845 and 1846, there was a decided falling off in the number of candidates for admission to the College. The College Council believed that this arose from the insufficient remuneration afforded to the passed students. They proposed that the scale of remuneration should be considerably raised, and that retiring pensions should be granted after a certain period of service. The question was referred to the Court of Directors, and the following scale of salary was ultimately sanctioned.

Under seven years' service,.....	100	rupees a month.
Seven years and under fourteen,..	150	„
Fourteen and upwards, ...	200	„

No pensions were allowed, but individuals of distinguished merit might be rewarded with the higher rates of salary before they had served the full time. The Court at the same time stated, that it was always their desire to provide for the fair remuneration of all classes of their servants, "especially of those whose employment must depend on educational success, the result of diligent study and of intellectual powers."

The foregoing remarks refer only to the students who

are educated in the English division of the College. Those who are educated in the Vernacular division receive a much smaller remuneration. The regular pay of the latter, on being appointed to the service, is 20 rupees a month in cantonments, and 25 rupees a month in the field. After serving seven years, their pay is 25 rupees in cantonments, and 30 rupees in the field. Pensions are allowed to this class of 12 or 15 rupees a month, and in particular cases more, when they become unfit for duty from wounds received on service. Pensions are also granted to those who are invalided under ordinary circumstances, provided they have served at least fifteen years.

The passed students of the English department, are not bound to enter the public service. They are permitted to practise on their own account if they desire it. There is already a large number of graduates of the College practising in Calcutta; and it may be expected that as the Native public acquire confidence in their skill, the number of private practitioners educated on the European system will increase greatly, until we find them not only in every large town, but in every considerable village.

The discussion which arose on the question of appointing Sub-Assistant Surgeons to the army, led to an inquiry regarding the general qualifications of this class of medical officers and the manner in which they had discharged their duties. The Medical Board recorded the following opinion in December 1846. "It is not to be concluded that a passed graduate, furnished as he is with a diploma, is equal, as a matter of course, to undertake independent medical charge, either at a jail dispensary, or with a detachment. We are fully sensible that many of the graduates have displayed great proficiency in their scholastic studies, and have passed their examination with extraordinary success, but in general, their subsequent demonstration of utility, when practically employed, has not been commensurate with their early promise." The Medical Board also declared that the Native Doctors educated in the Vernacular department, were fully equal in qualifications to the Sub-Assistant Surgeons.

These heretical opinions were promptly met by the College Council, who were of opinion that, as a body,

the Sub-Assistant Surgeons were "perfectly equal to every duty they might be called upon to perform." With reference to the observation that the passed students of the Vernacular department were equal in practical acquirements to the Sub-Assistant Surgeons, the College Council believed that the Medical Board would find themselves mistaken, as a much more complete and extended education was afforded to the latter class of students.

The Council of Education concurred generally in the views of the College Council; and with a view still further to improve the efficiency of the Sub-Assistant Surgeons, they recommended that periodical examinations should be held to test their proficiency, and in order "to prevent retrogression, or even complete oblivion of what had already been acquired."

It may be said without the least approach to exaggeration, that an unbounded field of private practice lies open to the passed students. But before they can take possession of this field, they must prove practically, that they are more skilful than the old class of Native doctors. The superior surgical instruments with which they are supplied gives them a great advantage, to say nothing of the more systematic training they receive, or of the information to which they have access in English publications.

Section VI.

Funds. Number of Students.

When the Medical College was founded, a special grant of about 50,000 rupees per annum was assigned for its support; and for the first three years the expenditure was within that sum. The disbursements have gradually and steadily increased. In 1850-51 they amounted to 1,05,522 rupees; which is all solid expenditure, as the students contribute nothing whatever towards the expense of their education.

The following Tables exhibit the number of students who have attended the College each year from the time of its foundation up to 1851, the number of students of different denominations, and the number who have passed, that is, who have been found qualified for the public service or for private practice.

English Department.

Year.	Total number of students.	Number of paying students.	Passed.
1835-36	67	0	0
1836-37	66	0	0
1837-38	77	0	0
1838-39	75	0	10
1839-40	76	0	6
1840-41	79	0	7
1841-42	87	0	10
1842-43	88	0	20
1843-44	73	0	7
1844-45	76	0	9
1845-46	67	0	7
1846-47	68	0	14
1847-48	77	0	5
1848-49	97	0	10
1849-50	95	0	*
1850-51	119	0	8

Year.	Hindus.	Mahomedans.	Christians.
1835-36	56	0	11
1836-37	44	0	22
1837-38	60	0	17
1838-39	59	0	16
1839-40	51	2	23
1840-41	51	2	26
1841-42	60	2	25
1842-43	57	3	28
1843-44	49	4	20
1844-45	50	3	23
1845-46	45	2	20
1846-47	34	7	27
1847-48	37	7	33
1848-49	56	7	34
1849-50	59	5	31
1850-51	80	9	30

Of the 119 students of the English Department last year, 50 were stipendiary students, 3 were Robertson Scholars, 58 were Free students, and 8 belonged to the

European subordinate Department. For several years after the College was founded, the number of stipendiary students considerably exceeded that of free students. Since 1846, they have been nearly equal. As yet there are no paying students in this College.

Vernacular Department. Hindustani Class.

Year.	Total number of students.	Number of paying students.	Passed.
1839-40	50	0	0
1840-41	60	0	0
1841-42	64	0	32
1842-43	66	0	13
1843-44	76	0	10
1844-45	81	0	15
1845-46	100	0	26
1846-47	110	0	22
1847-48	108	0	24
1848-49	117	0	32
1849-50	100	0	33
1850-51	115	0	26

Year.	Hindus.	Mahomedans.	Christians.	Burmese.
1839-40	9	41	0	0
1840-41	*	*	0	0
1841-42	13	51	0	0
1842-43	17	49	0	0
1843-44	18	57	1	0
1844-45	14	66	1	0
1845-46	10	90	0	0
1846-47	17	93	0	0
1847-48	16	92	0	0
1848-49	22	88	2	5
1849-50	14	75	0	11
1850-51	18	89	0	8

Of the 115 students attending the Vernacular Department last year, 100 were stipendiary students receiving each a monthly allowance of 5 rupees besides free quarters. The remaining 15, who are natives of Assam

and Arracan, may also be considered as stipendiary students, though they are marked in the annual report as free students.

The Medical College of Calcutta being the only medical school on the eastern side of India, it has always been considered an object of importance to attract students to it from the more distant provinces. With this view the "Robertson Scholarships" were founded by the Lieutenant Governor of Agra in 1841. In that year the Lieutenant Governor, Mr. Robertson, offered two exhibitions to any two students of Agra College who might be willing to proceed to Calcutta to study medicine. The stipend allowed was 20 rupees a month for each student, tenable for five years. Strange as it may appear, no one was found willing to accept the offer. Young men possessing those qualifications which were necessary for admission to the College, could without difficulty, it was said, find employment in other professions "more suited to their taste." In 1846 three of these scholarships were vacant, and there was no immediate prospect of their being filled. The disinclination to proceed to Calcutta, appears now to have been in a great measure overcome. In 1851, there were three Robertson Scholars attending the College.

In course of time it became apparent that graduates of the Medical College who were natives of Bengal, did not like to reside in the Upper Provinces, where they did not feel at home. This formed an additional reason for sending young men to study medicine in Calcutta. As a means of promoting this object, the Lieutenant Governor resolved in 1847, that one of the senior scholarships attached to each of the Colleges within his jurisdiction, should be tenable at the Medical College. The holders of these scholarships join the English department of the College, and are thus placed in the most favourable position for obtaining a complete medical education. With the view of extending still further the influence of the Institution, the Council of Education have lately put the same rule in force in regard to the Colleges of the Lower Provinces, in each of which there is now one senior scholarship tenable at the Medical College.

Great difficulty having been experienced in inducing Native doctors to serve in Arracan, the Medical Board

proposed in 1847 that some of the natives of that province should be brought to Calcutta, to be educated in the Vernacular department of the Medical College. Upon this proposal being made, the Commissioner of Arracan represented the difficulty of inducing Natives to go so far from their homes. The length of time they must remain away before their education was completed, was another obstacle, which was increased by the fact of few having a sufficient knowledge of Hindustani to commence their medical studies as soon as they arrived in Calcutta. This reluctance might, the Commissioner thought, be overcome, if a certain allowance were granted to the students, increasing from five to eight and from that to ten rupees a month, according to the length of time they remained in Calcutta, and if a guarantee were given that, as soon as they were qualified, they would be appointed in rotation to whatever medical station in the province they might prefer, on a salary of not less than twenty rupees a month.

Within the last few years, several natives of the province of Arracan have been admitted into the College. It was intended that they should join the Vernacular department, in which instruction is communicated through the medium of Hindustani. But they were found to be very imperfectly acquainted with that language, and incapable of deriving any immediate benefit from the instruction afforded. A Moonshee was provided to instruct them in Hindustani; and as they wished to learn English, means were also taken to instruct them in it. The last annual report does not speak hopefully of their progress, but it is said that their "good humour" and freedom from prejudices, render them an interesting addition to the Institution. They are entered on the rolls of the Vernacular department. Since 1847 the number of students constantly on the rolls from Assam and Arracan together, has been from 15 to 20.

In 1839 the Government of Ceylon sent ten young men to study medicine in the Medical College. Some others were subsequently admitted. Several of these youths passed their final Examination with considerable credit in 1843, and returned to Ceylon.

It is to be regretted that the conduct of some of these youths after their return to Ceylon, was not such as to

reflect credit on the education they had received. A most unfavourable impression appears to have been made on the minds of some enlightened friends of Native education, who cannot for a moment be suspected of any unfriendly bias. Sir J. E. Tennent, Secretary to the Government of Ceylon, reported in 1845, in a letter to the Government of India, that some of the students had been "misled into habits of intemperance and other vicious irregularities which, in many instances, had entirely destroyed their usefulness on their return to the Colony." It was considered desirable that the students should be placed under a stricter system of discipline and surveillance, while residing in Calcutta.

Measures were taken by the College authorities to remedy the evils complained of, by appointing a trustworthy officer whose sole duty should be to superintend the students from Ceylon, and it was expected that by his constant presence, advice, example and authority, all bad habits would be checked if not entirely eradicated. In the annual report for 1845-46 it is stated with reference to the Ceylon students, that it was hoped the low vices and degrading practices which disgraced some of their predecessors, had nearly disappeared. Moral character, propriety of conduct, and proper respect towards those placed in authority over them, were deemed so essential by the Council of Education, that no student would be permitted to remain in the Institution who was found deficient in these qualities.

Section VII.

General Remarks.

Dr. Bramley states, in his interesting report on the opening and early history of the College, that at one time he entertained grave doubts, first, whether a class of students could be formed for the study of medical science on the European system, considering the peculiar opinions of the Natives and the obstinacy of their prejudices; secondly, whether it were possible to find a number of youths sufficiently advanced in elementary

knowledge of English to enable them to profit by the instruction proposed to be given; and thirdly, whether the small Government stipend would be sufficient to induce young men to devote several years of their lives to a science, the benefits of which were prospective and uncertain.

The experience of the first few months removed these doubts. Many of the difficulties met with at the outset, were, as Dr. Bramley gratefully acknowledged, overcome through the influence and cooperation of Mr. Hare. A large number of the students, had received their education at the Hindu College or the School Society's School, and Mr. Hare, from his intimate connection with those Institutions, was acquainted not only with the general prejudices and habits of thought of the students but, in many cases, with their individual history and character.

In the annual report for 1837 it was stated, that it was no longer doubtful that Hindu youths might be reconciled to a course of instruction utterly at variance with their prejudices; and in the report for the following year, the General Committee drew attention to the favourable results of the Examination, and to the importance of imparting instruction through the medium of the English language, without which advantage, they considered, it would have been impossible to have communicated in so short a time so large an amount of useful knowledge. It was added that several pupils had lately been admitted from the families of European and Armenian inhabitants of the city. This afforded satisfactory evidence that the advantages of the Institution, were gradually extending to the community at large. The introduction of dissection, by which the most inveterate prejudices had been overcome, was dwelt upon with peculiar satisfaction. A similar victory over ancient prejudices had been gained by means of the hospital, in which might be found Hindus of every caste from the Brahmin downwards, and also a large number of European and other Christian patients, under the same roof and divided from the Hindus only by a few open arches. Altogether the early reports are highly favourable, and full of hope as regards the future prospects of the Institution.

The first discordant note was heard in 1837, and even that was indirectly complimentary. It was stated that the students were educated above the purposes for which the Institution was established. This, as has been already mentioned, led to the formation of a subordinate department, in which instruction was communicated to a limited extent and through the medium of Hindustani.

It is possible that too high an estimate may have been formed by the first Professors and early friends of the College, of the capacity of the students and of the good to be effected by their means. Some degree of exaggeration in these cases can scarcely be avoided. The circumstances, too, attending the commencement of a new experiment, are really favourable for drawing out the best qualities and the utmost efforts of both professors and students. At such a time, all are animated with zeal and filled with hope. A new world opens to the prospect, and industry is exerted to the utmost. After a time, this extraordinary zeal begins to languish.

A melancholy exhibition of diminished zeal will be found in the annual report for 1844. The Professor of Botany was obliged to report that, for want of conveyance allowance, only a few of the students had visited the Botanical Gardens during the year. He hoped they would begin to feel that kind of enthusiasm, which would inspire them with a desire to overcome difficulties, and to make the most of their means, however limited, by visiting the Gardens in the most economical way. Such sacrifices of comfort in the pursuit of knowledge, would be an earnest of future usefulness. Notwithstanding this friendly remonstrance, the same indolent apathy continued year after year. At length it is mentioned in the annual report for 1849-50, that the students had visited the Gardens during the year with manifest advantage, "the conveyance allowance being made available."

The Medical College is one of the very few Educational Institutions in which stipends, as distinguished from scholarships, are still allowed. The reasons for this departure from the general rule, in the case of the Medical College, are, the long period of study required, and the necessity for giving extraordinary encouragement to the cultivation of studies to which the prejudices of the Natives are strongly opposed. Lord Auckland, who introduced

the scholarship scheme in 1840, intended that it should eventually be extended to the Medical College, in supersession of fixed stipends for the support of the students. It is remarkable that the change has not yet been effected. Twelve years have elapsed since that period, and seventeen years since the foundation of the College, and still the Natives are not sufficiently alive to the advantages of a medical education, whether through English or through the Vernacular medium, to be willing to receive it unless they are supported while receiving it. This is by no means a favourable symptom. If the advantages of a medical education were generally felt, it might be expected that numbers of young men would be willing not only to place themselves under instruction, without the temptation of a stipend, but to pay a fee of ten or twenty rupees a month. When this change has taken place, we shall then have a more convincing proof than any yet afforded, that what we consider a rational system of medicine, is making its way among the Natives, and is in some degree appreciated by those for whose benefit the College was founded.

It has been observed that the general scholarship scheme introduced in the other Institutions, did not extend to the Medical College. This does not preclude private individuals from founding scholarships, if they please. A beginning has been made in this direction. Dr. Goodeve, previous to leaving India, placed in the hands of the College Council the sum of 3,600 rupees, for the perpetual maintenance of a Midwifery scholarship. He desired that the scholarship should take the form of a fellowship, and be open to competition immediately after, instead of before, the final examination. The successful competitor was to be attached to the Female hospital, during the period for which the fellowship was tenable.

Previous to 1846 there was no fixed sum set apart for prizes. It depended on the liberality of private individuals what prizes should be given. They varied from year to year; and, as the College Council observed, it frequently happened that great encouragement was held out for proficiency in particular branches of study, while other equally important branches were overlooked. In 1846 the sanction of Government was obtained for a fixed prize allowance, which should be sufficient to provide

a certain number of gold and silver medals each year. It was at the same time resolved that in future there should be no exclusive prizes for particular classes of students, but that all whether Hindus, Mahomedans or Christians, should have an opportunity of competing for the same prizes.

It may now be proper to mention one or two of the Native gentlemen, who have stood forward most prominently in affording encouragement to the Medical College.

In 1835, Dwarkanath Tagore offered the annual sum of 2000 rupees for the following three years, to be distributed in prizes to the most proficient of the medical students. He was induced to make this handsome donation, by a desire to prove that his feelings towards the Medical College were "more substantial than words only can express."

In the same year, Ramgopal Ghose presented a number of medical books to the college; and subsequently he gave some valuable prizes for the encouragement of proficiency among the students. His good feeling and liberality were so highly appreciated, that the thanks of Government were offered to him in a letter from the Council of Education.*

In 1842, Rustomjee Cowasjee, a liberal-minded Parsee, placed at the disposal of the College Council 600 rupees,

* It may be interesting to some readers, to peruse Ramgopal's modest and very appropriate reply to the letter from the Council of Education, conveying the acknowledgments of the Governor General for his exertions in the cause of Native improvement. After an introductory paragraph, Ramgopal said:

"Permit me to express my very grateful sense of the encouraging notice taken by the Government of my conduct in reference to the education of my countrymen. When I think of the isolated and poor exertions I have sometimes made in that good cause, and consider on the other hand, the distinction that has been conferred upon me by the approbation conveyed in your letter, I feel humiliated, knowing that it results less from any merits of mine, than the kindly and fostering disposition thus generously evinced by the Government and the Council of Education.

"In conclusion, I venture to express a hope that in the letter, to which I am thus inadequately replying, I may find an additional motive to do all the little I can to further the great objects of your Council, and that, if my life be spared, a day may come when I may claim such commendations as a deserving reward."

to be given annually in the form of prizes, particularly for the encouragement of the study of anatomy.

The Medical College is situated in the central part of the Native town, not far from the Hindu College. The buildings are correctly described in one of the annual reports as "numerous and extensive, and occupying a corresponding space of ground." They form a very irregular group. Additions have been made from time to time, so as to provide accommodation at any rate, without regard to the general plan. The Fever Hospital in course of erection, forms a new feature in the group. It is really a fine building considered by itself, but the style is quite different from that of the other buildings, and it introduces a new element of irregularity into the whole.

CHAPTER II.

ROORKEE COLLEGE.

Section I.

Foundation.

In 1845 the Lieutenant Governor of the North Western Provinces, turned his attention to the object of training a subordinate class of Native Civil Engineers. In January of that year, he addressed a letter, which has already been given in Part I, to the Military Board in Calcutta, pointing out the importance of the object and in what way it might be carried into effect. The Lieutenant Governor subsequently determined to form an establishment for the education of Native Civil Engineers, at a central point in the neighbourhood of the Ganges Canal, which is designed for irrigating a large tract of country between the Ganges and the Jumna. There were officers employed on the Canal, who were considered peculiarly well qualified for superintending such an establisnment. There was likewise a large number of Native superintendents employed to keep open the water courses leading from the Canal, who received a small salary partly from Government and partly from the Zemindars. These men were active, but were deficient in scientific knowledge. Their usefulness, it was thought, would be much increased by placing them under instruction, and adding scientific knowledge to their practical skill. While these men required theoretical instruction, there were youths in the Colleges of Agra and Delhi of high mathematical attainments, "but destitute of that practical knowledge, which could alone render their services as Executive Officers immediately valuable." This class, equally with the other, required instruction, though of a different kind. The two classes, it was thought, might be brought into the same

establishment, to receive that kind of instruction of which each stood most in need.

The Governor General in Council having sanctioned the proposal, on a limited scale, a Notification was issued by the Lieutenant Governor in Oct. 1845, from which the following are extracts.

"A class of officers shall be appointed to be denominated Sub-Assistant Executive Engineers: the salary of the appointment shall be 100 rupees per mensem, with travelling allowance when in the field: the rules for joining stations and for leave of absence, prescribed for Sub-Assistant Surgeons, shall be held applicable to Sub-Assistant Executive Engineers.

"All candidates for the appointments shall be required to prove, by an examination, that they possess the following qualifications; sufficient acquaintance with the English language to enable them to read, understand and explain works on Civil Engineering; a knowledge of Geometry, Algebra, Plane and Spherical Trigonometry, Conic Sections and Mechanics; acquaintance with the use of the Sextant, Theodolite, Levelling Instrument, and other Instruments commonly used in Surveying, with a practical knowledge of Land Surveying and Levelling; ability to draw Maps and Plans, including the construction of working Plans from designs, models, or actual existing works; acquaintance with the method of keeping accounts in the Department of Public Works, and with the mode of preparing Estimates.

"A Committee will be formed, once a year or oftener, for the purpose of examining candidates and giving them certificates of qualification. If it be found inconvenient for this Committee to assemble together, they will decide on fit questions to be answered in writing, and will hold the examination at such place or places, and in such manner, as may be found convenient.

"The number of persons to be so appointed Sub-Assistant Executive Engineers is at present limited to 4, but it is in contemplation considerably to increase the number as well qualified candidates present themselves."

In the following year the number of appointments was raised to 20; and a few young men of good mathematical attainments from the Colleges of Agra and Delhi, were placed under one of the Executive officers employed on the Canal, to receive practical instruction in engineering.

In 1847 it was determined to prosecute the construction of the Ganges Canal with increased vigour. Advantage was taken of this opportunity, to urge upon the Government of India the importance of providing better means for educating Engineers, and to propose the establishment for this purpose of a College at Roorkee, the head-quarters of the officers employed on the Canal. The Lieutenant

Governor explained very fully the considerations which led him to recommend such a measure, in a letter to the Government of India dated September 1847. It was observed that several circumstances rendered the services of this class of officers peculiarly valuable in the North Western Provinces. The Revenue Survey had rendered the tenure of landed property and the maintenance of civil rights, in a great measure dependent on the skill of the surveyor. The character of the country afforded great facilities for irrigation, and the nature of the soil and climate rendered irrigation "always valuable, and often necessary for raising any produce at all." Some of the Canals which already existed, were large works and required to be kept in repair, and some of them were capable of extension. There were several localities suitable for new Canals. Other localities afforded opportunities for forming tanks and reservoirs; and in some parts of the country, water for the purpose of irrigation was supplied from wells and tanks, which might be greatly improved and rendered more useful by the skill of the Engineer. In many parts of the country there was a valuable water power, which might be turned to account. The navigation on many of the rivers was imperfect, and liable to frequent interruption. Much might be done to improve the navigation. Engineers were wanted to lay out roads, "to form them, to metal them, and to bridge them." The introduction of railways would create a new and unlimited demand for all kinds of engineering skill. The Lieutenant Governor added:

"No one who examines the old buildings and the public works in this country, can question the capacity of the Natives to attain high excellence in the art. Even with imperfect scientific knowledge and defective appliances, they erected edifices which at the present day excite wonder and admiration. The services of Natives can be more readily procured, and at a cheaper rate than of Europeans, and they can better bear fatigue and exposure to the sun in this climate.

"The establishment now forming at Roorkee, affords peculiar facilities for instructing Civil Engineers. There are large workshops and extensive and most important structures in course of formation. There are also a library and model room. Above all, a number of experienced and scientific Engineers are constantly assembled on the spot or occasionally resorting thither. These officers will, however, have their appropriate and engrossing duties to perform, and cannot give time for that careful and systematic instruction, which is necessary for the formation of an expert Civil Engineer.

" On these accounts, the Lieutenant Governor would propose the establishment at Roorkee of an Institution for the education of Civil Engineers, which should be immediately under the direction of the Local Government in the Educational Department."

The proposal was sanctioned, and immediate measures were taken to organize the Institution. The following is an outline exhibiting the leading features of the plan thus further matured.

The College was designed to afford theoretical and practical instruction in Civil Engineering to Europeans and Natives. It was to consist of three departments, in each of which there would be a certain number of stipendiary students.

The first department would be composed of candidates for the appointment of Sub-Assistant Civil Engineers. Ability to read and write with ease and accuracy in the English language, and a knowledge of Geometry, Algebra, Mensuration, Plane and Spherical Trigonometry, Conic Sections, and Mechanics, would be the qualifications for admission. The number of stipendiary students would be limited to eight. Scholars from any of the Government Colleges, if properly qualified, might be transferred to this department. They would receive, besides free quarters, an increase of one-fourth to their scholarship allowance, or such increase as would make up their stipend to 40 rupees a month. Properly qualified persons not attached to any Government College, would receive a monthly allowance of 40 rupees in addition to free quarters.

The second department would be composed of European non-commissioned officers and soldiers. Candidates would be required, previous to their admission, to prove their proficiency in Reading, Writing, Arithmetic, elementary Geometry, Mensuration, and simple Plan Drawing. Their instruction at the College would be regulated with a view to their employment as Overseers in the department of Public Works. They would remain at the College on probation for six months, during which time they would enjoy, besides free quarters, the same advantages in regard to pay as when with their corps. If found qualified at the end of six months, they would then receive the pay of an Assistant Overseer, and would continue under instruction in the College, or

be drafted off for the public service, as might be deemed advisable.' Their number would not, in the first instance, exceed ten.

The third department was designed for Native youths desirous of instruction in Surveying, Levelling and Plan Drawing. A slight acquaintance with Arithmetic, and ability to read and write Urdu, would be the qualifications for admission. The number of stipendiary students would be limited to sixteen; and they would receive a monthly allowance of 5 rupees, besides free quarters.

Properly qualified candidates who were willing to come to Roorkee and to support themselves there at their own cost, would be admitted into all the departments, so far as means might be available for their instruction. Instruction would, in the first instance, be gratuitous; but if the number of students increased considerably, a moderate tuition fee would after a time be demanded from all candidates for admission.

Such was the Lieutenant Governor's comprehensive and judicious plan, in which it is clear that it was not his intention to draw a mere picture on paper, but to form an Institution wisely adapted to the state of the country, and which would be practically useful.

The College was established in this improved form in October 1847; or more properly in January 1848, when the first students were admitted. A temporary suspension of operations occurred in December 1848, during the war in the Punjab, when the Principal was ordered to form a corps of 400 strong from those men who were employed on the Ganges Canal, and with these, and accompanied by the Head master and the non-commissioned officers and soldiers attached to the College, to proceed to Ferozepore. In about two months, immediately after the termination of the war, the party returned to Roorkee.

As a general rule it was found that the first and third departments were not well attended, owing, as was supposed, to the backwardness of the Natives to begin anything new, and of which experience had not fully proved the advantages. The second department, which was attended by Europeans, appears to have received at an early period its full complement of students.

In 1849, it was proposed that the Second Department should be enlarged by an addition of ten students. Under the former limit, the whole number of qualified men annually furnished by this department did not exceed six, which was found to be inadequate to the demands of the Canal alone. On the recommendation of the Military Board, the number in this department was limited to fifteen students. Subsequently the term of study was increased from eight months to twelve, and the Principal observed in his report that though the number had been increased, the annual supply of Assistant Overseers would be the same as before. The Lieutenant Governor "felt the justice of this remark," and proposed to the Military Board that the number should be increased to thirty. This has been lately sanctioned.

In May 1849 the College, which was previously regarded as experimental, was placed on a permanent footing by the arrival of the sanction of the Court of Directors to its establishment. The Court also sanctioned the proposal, that the expenses of the Institution should be paid from the general revenue of the country, and not from the funds specially set apart for promoting education.

The number of students in the third department has also lately been increased to twenty four; and the stipends of eight of the number have been raised from 5 rupees to 10 rupees.

Subsequently Government having determined to lay out the large sum of 50 lakhs of rupees for purposes of irrigation in the Punjab, the time appeared to the Lieutenant Governor favourable for proposing an enlargement of the College. The sanction of the Court of Directors to this proposal was obtained in 1852, and published in this country in August of that year.

A leading feature of this further extension of the College, was the admission of European commissioned officers of the Army to study in the Institution for a limited period. It also included the establishment of a Depôt of scientific instruments, and of a workshop for their manufacture and repair; the formation of a Museum for geological specimens; the erection of an Observatory for instruction; and the means of publishing scientific works with appropriate drawings and illustrations.

Section II.

Course of Study. Number of Students.

In the annual report for 1849-50, the studies of the first department are given as follows; revisal of certain branches of Mathematics; *Materials*, including strength of Materials, stability of structures; *Construction*, including Masonry, Carpentry, Bridges, Foundations, Roads; *Practical Hydraulics*, including Rivers, Drainage, and Irrigation Canals; *Motive Powers*, including Machinery and Tools, Hydraulic Machines; *Geodesy*, including Surveying and Levelling, Practical Astronomy, Trigonometrical Surveying; *Outlines of Geology*, including Physical Geography, Meteorology.

In reporting on the progress of the first department, the Superintendent observed that the students shewed no want of aptitude in the study of practical subjects, so far as this knowledge can be obtained from books; but he added that "there does seem to be a difficulty at first in enforcing a transfer of the conceptions of mechanical agencies and effects, from the words and diagrams of a book to real tangible objects." The Superintendent also cautions candidates for admission against underrating the importance of a familiar acquaintance with the more elementary parts of mathematics. Some of the students were found to be remarkably deficient in these, whose attainments were very considerable in the higher branches. The Superintendent adds; "Personal energy, self-confidence, independence and decision, are of much importance to practical men in the department of Engineering, qualifications which there are few opportunities of testing at this College. Their absence may be suspected. There is at all events observable, the nearly allied disposition to receive confidently all that is read, without sufficiently examining its truth, and to be easily satisfied with any given amount of information, while resting contentedly ignorant of what is not specially taught."

In the last annual report it is stated that the qualifications for admission to this department were so high, that only a small number had been admitted. Some advantages were thus lost. But the Lieutenant Governor was not disposed to lower the standard for admission.

In the same report it is stated that the students of the first department, had had opportunities during the year of aiding in the execution of works in the neighbourhood, and of thus reducing their knowledge to practice. The Lieutenant Governor highly approved of this practice, observing that "These exercises are to be looked upon as particularly valuable, possessing in themselves a higher interest, and conveying in many respects better instruction, than could be afforded by any fictitious examples of the same description of work."

The studies of the second department are described in the report for 1849-50 as nearly the same, in practical subjects, with those of the first department. The students likewise receive instruction in Plane Geometry, Mensuration, Algebra and its application to Geometry, Plane Trigonometry and Mechanics. They also receive instruction in Hindustani, particularly in the form of dialogues between European Overseers and Native workmen. This part of their education is considered important. A colloquial knowledge of Hindustani, is essential to the efficiency of those who are employed as assistant Overseers. The students of both the first and second departments are required to pay frequent visits to the works in progress in the neighbourhood, and to make sketches and record their observations. The Principal of the College considers that the results have been satisfactory. But he is inclined to think that still more advantage might be taken, for purposes of self-improvement, of the extensive works carried on in the neighbourhood; and likewise that the opportunities of obtaining information afforded by the College Library, have scarcely been sufficiently appreciated.

In the third department, in which the object aimed at is to educate the young men for the office of Surveyors, the instruction comprehends practical geometry, measurement with the chain, theodolite surveying, drawing, copying and reducing maps and plans with a view to the future preparation of these from their own surveys. The Principal reports that some of the students of this department, have shewn great skill in drawing and in the preparation of maps and plans.

It is mentioned in the annual report for 1849-50, that admissions and withdrawals being restricted to no fixed

dates, it had been found impracticable to arrange the students of the second and third departments into classes. This had been productive of inconvenience; and it was proposed to remedy it by appointing fixed dates for admission and withdrawal. It was also proposed to extend the period of study in the first department to three years, in the second department to one year, and in the third department to a year and a half. These changes have since been in part carried into effect.

The want of places of residence at Roorkee having been found an obstacle to the success of the non-stipendiary class, some bungalows have lately been erected, which it is proposed to let to the students at a moderate monthly rent.

Hitherto there has been a very great demand for the services of those educated in the second and third departments. Two students of the first department completed their period of study during the past year, and after undergoing an Examination they were appointed sub-assistant Engineers. They are now employed in active duty. The number of students of all departments drafted off for service during the year 1850, was 19; of whom 10 were Europeans and 9 Natives.

Statement of Students from 1848 *to* 1851.

Year.	First Department.	Second Department.	Third Department.	Non-Stipendiary Students.
1848-49	1	7	7	0
1849-50	4	19	29	4
1850-51	5	14	36	6

Classification of the Students according to their Religion.

Year.	Hindus.	Mahomedans.	Christians.	Total Number of Students.
1848-49	1	7	7	15
1849-50	8	24	24	56
1850-51	14	26	21	61

These numbers comprehend all who were on the books during the year. Previous to 1850, as has been

already mentioned, admissions and withdrawals took place at uncertain dates; so that the number actually under instruction fluctuated from month to month.* It appears that in April 1851, there were 50 students under instruction, of whom 16 were non-commissioned officers and soldiers. The number who had left the College since its foundation was 40; all of whom had received appointments. The number of candidates is stated to be now much greater than can be admitted.

The expenditure of the College for the year ending the first of May 1849, was 21,509 rupees. From that date the expenditure ceased to be chargeable to the educational funds, and it has also ceased to appear in the annual reports. Under the extension of the College which has been recently sanctioned, the estimated cost is 90,000 rupees a year, exclusive of one lakh and a half for the erection of new buildings.

CONCLUSION.

Statistical Information.

In the following tabular statements, the numbers in column 1 exhibit the annual average cost to Government of educating each student; and those in column 2 exhibit the annual average cost to the parents, that is the average amount paid for each student in tuition fees. The corresponding numbers for each year added together, would represent the total cost of educating each student; including both the amount contributed by Government, and the tuition fees paid by the parents.

As it is of great importance that these statements should be correct, and that errors, if there be any, should

be easily detected, it may be well to mention in what way the results have been obtained. The average cost to Government year by year, is found by subtracting the tuition fees from the total expenditure and dividing by the number of students. The average cost to the parents is found, by simply dividing the amount of tuition fees by the number of students. All decimal figures have been struck out, except where the integral numbers were small. Still further to facilitate verification, it is proposed to print in an appendix and exhibit at one view, the data from which the results are obtained, namely the total annual expenditure of each College, the amount of tuition fees, the expenditure minus the tuition fees, and the number of students. Any errors which may exist either in the data or the results, will thus be easily detected.

Average annual expense incurred for each student.

Year.	Hindu College.		Sanscrit College.		Calcutta Madressa.	
	1	2	1	2	1	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1835-36	45	36	140	0	287	0
1836-37	21	43	120	0	147	0
1837-38	15	48	136	0	107	0
1838-39	17	45	116	0	107	0
1839-40	9	49	167	0	118	0
1840-41	46	52	118	0	108	0
1841-42	43	66	143	0	131	0
1842-43	94	62	110	0	140	0
1843-44	53	55	128	0	165	0
1844-45	56	59	95	0	179	0.59
1845-46	48	56	60	0	146	2.17
1846-47	56	65	88	0	133	2.06
1847-48	76	58	75	0	113	2.43
1848-49	65	57	74	0	129	3.45
1849-50	78	60	75	0	123	2.18
1850-51	71	57	66	0	98	1.79

Year.	Hooghly College, English Department.		Hooghly College, Oriental Department.		Dacca College.	
	1	2	1	2	1	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1835-36	,,	,,	,,	,,	26	0
1836-37	32	0	100	0	49	0
1837-38	42	0	92	0	21	0
1838-39	59	1.19	116	0	25	0.88
1839-40	65	4.08	124	0	41	1.69
1840-41	48	5.03	70	0	49	0.10
1841-42	60	5.36	74	0	34	0
1842-43	65	6 78	75	0	54	0
1843-44	66	6.58	84	0	54	0
1844-45	64	6.90	111	0	66	1.75
1845-46	62	8.17	121	0	77	5.34
1846-47	64	11.38	137	0	115	15.21
1847-48	75	12.35	129	0	99	10.73
1848-49	78	14.25	127	0	89	10.84
1849-50	85	16.19	143	0	136	12.86
1850-51	88	17.35	168	0	74	12.81

Year.	Kishnagur College.		Benares College.		Agra College.	
	1	2	1	2	1	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1835-36	,,	,,	63	0	45	0
1836-37	,,	,,	63	0	72	0.15
1837-38	,,	,,	89	0	92	0.46
1838-39	,,	,,	74	0	80	0
1839-40	,,	,,	81	0	76	0
1840-41	,,	,,	70	0	48	0
1841-42	,,	,,	118	0	79	0
1842-43	,,	,,	90	0.06	65	0
1843-44	,,	,,	78	0.22	78	0.12
1844-45	,,	,,	111	0	90	0.70
1845-46	25	7.30	154	0	113	2.24
1846-47	69	23.43	210	4.47	129	1.99
1847-48	92	24.09	201	6.18	119	2.68
1848-49	104	25.11	211	5.69	111	3.43
1849-50	130	24.40	194	5.04	110	4.40
1850-51	147	23.98	*	*	118	5.87

Year.	Delhi College.		Medical College, English Department.		Medical College, Vernacular Department.	
	1	2	1	2	1	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1835-36	68	0	596	0	,,	,,
1836-37	97	0	704	0	,,	,,
1837-38	94	0	633	0	,,	,,
1838-39	94	0	688	0	,,	,,
1839-40	100	0	646	0	245	0
1840-41	90	0	598	0	197	0
1841-42	95	0	707	0	240	0
1842-43	137	0	787	0	262	0
1843-44	130	0	846	0	203	0
1844-45	89	0	907	0	212	0
1845-46	133	0	1031	0	172	0
1846-47	155	0.57	974	0	150	0
1847-48	159	0.89	926	0	165	0
1848-49	141	1.83	972	0	201	0
1849-50	125	2.85	917	0	217	0
1850-51	131	4.07	709	0	183	0

A few general remarks may be offered on the foregoing tables. The annual cost of educating each pupil has been given; it may be useful to exhibit also the monthly cost, in the last year to which the reports come down. In the Anglo-vernacular Colleges of the Lower Provinces, the average monthly cost to Government of educating each pupil in 1850-51 ranged from 6 rupees to 12 rupees; being 6 rupees at the Hindu College, 6 rupees at Dacca, 7 rupees at Hooghly and 12 rupees at Kishnagur. In the Oriental Colleges of the Lower Provinces, the average monthly cost in the same year ranged from 5 rupees to 14 rupees; being 5 rupees in the Sanscrit College, 8 rupees in Calcutta Madressa, and 14 rupees in Hooghly Madressa. In the Colleges of the Upper Provinces, the average monthly cost to Government in the same year ranged from 10 rupees to 16 rupees; being 10 rupees at Agra, 11 rupees at Delhi, and 16 rupees at Benares. In the Vernacular department of the Medical College, the average monthly cost for each student was 15 rupees, and for each student of the English department 60 rupees.

The average cost in the Sanscrit College and in

Calcutta Madressa, is not so high as might have been anticipated. Of late years the average cost has decreased considerably. This has arisen, particularly in the Sanscrit College, from what is aptly called an "influx" of pupils into the junior classes. In these Institutions the boys pay nothing for their education, so that the Superintendent has it very much in his power, by relaxing the rules for admission, to increase the number of pupils to any extent that the walls of the College will admit of. A large increase of pupils, of course reduces the average cost of their education.

On comparing the several Colleges with one another, it will be found that the Medical College shoots far ahead of them all, so far as regards the average cost of educating the students. In 1850-51 the average cost of educating each student of the English department was 60 rupees a month, and in some former years it has risen to 80 rupees a month. It must be remembered also that only about half of the medical students complete their education. The average number annually found qualified during the last five years, has been 9 students. These 9 students studied in the College for a period of five years each, which gives 45 students as the average annual attendance of future graduates. On this calculation it will appear, that the average cost of educating each student during the last five years (including only those who have been found qualified to practise professionally) was 1713 rupees annually, which would have been amply sufficient to have sent them home to be educated in England.

In all the Anglo-vernacular Colleges for imparting a general education, the parents of the boys are beginning to bear a considerable part of the expense. In the Hindu College of Calcutta the parents collectively pay nearly as much as Government; and in the other Anglo-vernacular Colleges the amount contributed by the parents is gradually increasing. In the Oriental Colleges generally and in the Medical College of Calcutta, the parents of the students bear no part of the expense.

The following table shews the total number of students attending all the nine Colleges for general education, the number of paying students, and the amount contributed in tuition fees for each fifth year from 1835 to 1851.

Year.	Total Number of Students.	Hindus.	Mahomedans.	Christians.	Number of paying Students.	Tuition Fees.
1835-36	3,215	2,611	558	46	324	14,133
1840-41	2,867	2,105	704	56	802	32,321
1845-46	3,455	2,686	624	89	1,467	39,114
1850-51	3,173	2,436	642	95	1,899	49,677

It will be seen from the foregoing table, that the total number of students is nearly the same now as it was in 1835. It must not be inferred that education has made no advance since that time. In 1835 instruction was afforded gratis in all the Colleges then existing, except the Hindu College. And not only so, but the pupils were paid for attending, or, in other words, were tempted to place themselves under instruction by artificial encouragement in the form of subsistence allowance. There is no doubt that a large number of those who attended in 1835, were mere nominal students, without zeal or industry or desire for knowledge, and influenced only by the same feeling that draws a crowd of poor Natives to the door of a wealthy Baboo to receive a handful of rice. A better criterion of the advance that has been made, and of the improved spirit which animates the people, will be found in the increasing number of paying students, and in the increasing amount of tuition fees. The number of paying students is now six times greater than it was in 1835, and the amount of tuition fees contributed by the students has increased fourfold.

It will be observed that the number of Hindus receiving instruction is four times greater than the number of Mahomedans, and that the number of Mahomedans receiving instruction is more than six times the number of Christians.

APPENDIX.

Statistical Tables.

HINDU COLLEGE.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure, less Tuition Fees.	Number of Students.	Aver. annual cost to Govt. of educating each student.
	Rs.	Rs.	Rs.		Rs.
1835-36	31,635	14,133	17,502	384	45
1836-37	28,933	19,310	9,623	440	21
1837-38	28,727	21,831	6,896	449	15
1838-39	29,636	21,560	8,076	475	17
1839-40	30,567	25,718	4,849	522	9
1840-41	55,425	29,531	25,894	562	46
1841-42	57,156	34,543	22,613	520	43
1842-43	78,139	31,249	46,890	497	94
1243-44	56,948	28,981	27,967	518	53
1844-45	57,411	29,505	27,906	498	56
1845-46	54,507	29,295	25,212	516	48
1846-47	62,568	33,545	29,023	510	56
1847-48	72,154	31,088	41,066	536	76
1848-49	68,484	31,805	36,679	557	65
1849-50	67,587	29,305	38,282	488	78
1850-51	61,207	27,316	33,891	471	71

SANSCRIT COLLEGE.

Year.	Annual Expenditure.	Tuition Fees.	Number of Students.	Aver. annual cost to Government of educating each student.
	Rs.	Rs.		Rs.
1835-36	18,934	0	135	140
1836-37	14,665	0	122	120
1837-38	16,621	0	122	136
1838-39	15,142	0	130	116
1839-40	18,536	0	111	167
1840-41	13,917	0	117	118
1841-42	16,959	0	118	143
1842-43	16,528	0	150	110
1843-44	17,965	0	140	128
1844-45	17,999	0	189	95
1845-46	15,863	0	262	60
1846-47	19,922	0	226	88
1847-48	20,564	0	273	75
1848-49	20,053	0	268	74
1849-50	21,130	0	281	75
1850-51	19,755	0	299	66

CALCUTTA MADRESSA.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure, less Tuition Fees.	Number of Students.	Aver. annual cost to Govt. of educating each student.
	Rs.	Rs.	Rs.		Rs.
1835-36	33,877	0	33,877	118	287
1836-37	33,867	0	33,867	229	147
1837-38	30,712	0	30,712	285	107
1838-39	33,187	15	33,172	309	107
1839-40	28,935	61	28,874	243	118
1840-41	29,633	0	29,633	273	108
1841-42	33,355	0	33,355	253	131
1842-43	33,884	0	33,884	242	140
1843-44	36,283	4	36,279	219	165
1844-45	31,917	106	31,811	177	179
1845-46	31,431	458	30,973	211	146
1846-47	30,122	460	29,662	223	133
1847-48	26,864	565	26,299	232	113
1848-49	31,822	830	30,992	240	129
1849-50	28,630	495	28,135	227	123
1850-51	29,051	519	28,532	289	98

HOOGHLY COLLEGE.

English Department.

Year.	Annual Expenditure	Tuition Fees	Annual Expenditure, less Tuition Fees.	Number of Students.	Aver. annual cost to Govt. of educating each student.
	Rs.	Rs.	Rs.		Rs.
1836-37	32,467	0	32,467	1008	32
1837-38	35,989	0	35,989	843	42
1838-39	39,978	782	39,196	657	59
1839-40	42,380	2,493	39,887	610	65
1840-41	33,103	3,135	29,968	623	48
1841-42	41,964	3,420	38,544	638	60
1842-43	43,381	4,085	39,296	602	65
1843-44	44,041	3,917	40,124	600	66
1844-45	43,616	4,225	39,391	612	64
1845-46	42,154	4,870	37,284	596	62
1846-47	41,852	6,275	35,577	551	64
1847-48	43,112	6,031	37,081	488	75
1848-49	42,572	6,529	36,043	458	78
1849-50	43,380	6,881	36,499	425	85
1850-51	42,531	6,995	35,536	403	88

Oriental Department.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure, less Tuition Fees.	Number of Students.	Aver. annual cost to Govt. of educating each student.
	Rs.	Rs.	Rs.		Rs.
1836-37	25,316	0	25,316	253	100
1837-38	28,234	0	28,234	304	92
1838-39	36,316	0	36,316	312	116
1839-40	39,639	0	39,639	318	124
1840-41	23,989	0	23,989	339	70
1841-42	24,804	0	24,804	335	74
1842-43	27,042	0	27,042	359	75
1843-44	27,577	0	27,577	325	84
1844-45	28,148	0	28,148	253	111
1845-46	27,679	0	27,679	228	121
1846-47	29,037	0	29,037	211	137
1847-48	28,126	0	28,126	218	129
1848-49	28,365	0	28,365	222	127
1849-50	28,722	0	28,722	200	143
1850-51	28,760	0	28,760	171	168

DACCA COLLEGE.

Year.	Annual Expenditure	Tuition Fees	Annual Expenditure less Tuition Fees.	Number of Students	Aver. annual cost to Govt. of educating each Student.
	Rs.	Rs.	Rs.		Rs.
1835-36	3,788	0	3,788	144	26
1836-37	6,829	0	6,829	137	49
1837-38	6,890	0	6,890	314	21
1838-39	9,045	301	8,744	341	25
1839 40	9,291	361	8,930	213	41
1840-41	11,270	23	11,247	229	49
1841-42	11,661	0	11,661	342	34
1842-43	19,951	0	19,951	364	54
1843-44	18,315	0	18,315	335	54
1844-45	23,174	601	22,573	342	66
1845-46	24,984	1,613	23,371	302	77
1846-47	27,547	3,210	24,337	211	115
1847-48	31,232	3,039	28,193	283	99
1848-49	32,618	3,524	29,094	325	89
1849-50	50,906	4,375	46,531	340	136
1850-51	33,349	4,909	28,440	383	74

KISHNAGHUR COLLEGE.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure less Tuition Fees.	Number of Students	Aver. Annual cost to Govt. of educating each Student.
	Rs.	Rs.	Rs.		Rs
1835-36	,,	,,	,,	,,	,,
1836-37	,,	,,	,,	,,	,,
1837-38	,,	,,	,,	,,	,,
1838-39	,,	,,	,,	,,	,,
1839-40	,,	,,	,,	,,	,,
1840-41	,,	,,	,,	,,	,,
1841-42	,,	,,	,,	,,	,,
1842-43	,,	,,	,,	,,	,,
1843-44	,,	,,	,,	,,	,,
1844-45	,,	,,	,,	,,	,,
1845-46	9,518	2,110	7,408	289	25
1846-47	23,671	5,999	17,672	256	69
1847-48	28,115	5,832	22,283	242	92
1848-49	29,832	5,802	24,030	231	104
1849-50	31,531	4,979	26,552	204	130
1850-51	36,599	5,109	31,490	213	147

MEDICAL COLLEGE.

English Department.

Year.	Annual Expenditure	Tuition Fees.	Number of Students.	Average annual cost to Govt. of educating each Student.
	Rs.	Rs.		Rs.
1835-36	39,960	0	67	596
1836-37	46,476	0	66	704
1837-38	48,816	0	77	633
1838-39	51,643	0	75	688
1839-40	49,115	0	76	646
1840-41	47,295	0	79	598
1841-42	61,511	0	87	707
1842-43	69,325	0	88	787
1843-44	61,764	0	73	846
1844-45	68,999	0	76	907
1845-46	69,088	0	67	1031
1846-47	66,258	0	68	974
1847-48	71,324	0	77	926
1848-49	94,356	0	97	972
1849-50	87,155	0	95	917
1850-51	84,418	0	119	709

Vernacular Department.

Year.	Annual Expenditure.	Tuition Fees.	Number of Students.	Average annual cost to Govt. of educating each Student.
	Rs.	Rs.		Rs.
1835-36	,,	,,	,,	,,
1836-37	,,	,,	,,	,,
1837-38	,,	,,	,,	,,
1838-39	,,	,,	,,	,,
1839-40	12,278	0	50	245
1840-41	11,823	0	60	197
1841-42	15,377	0	64	240
1842-43	17,331	0	66	262
1843-44	15,441	0	76	203
1844-45	17,249	0	81	212
1845-46	17,271	0	100	172
1846-47	16,564	0	110	150
1847-48	17,830	0	108	165
1848-49	23,589	0	117	201
1849-50	21,788	0	100	217
1850-51	21,104	0	115	183

BENARES COLLEGE.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure less Tuition Fees.	Number of Students	Aver. annual cost to Govt. of educating each Student.
	Rs.	Rs.	Rs.		Rs.
1835-36	26,732	0	26,732	419	63
1836-37	23,089	0	23,089	364	63
1837-38	29,136	0	29,136	324	89
1838-39	20,184	0	20,184	271	74
1839-40	20,233	0	20,233	248	81
1840-41	17,538	0	17,538	250	70
1841-42	27,926	0	27,926	236	118
1842-43	29,831	20	29,811	331	90
1843-44	27,865	8	27,857	357	78
1844-45	35,500	0	35,500	318	111
1845 46	47,243	0	47,243	306	154
1846-47	44,856	936	43,920	209	210
1847-48	46,062	1,372	44,690	222	201
1848-49	49,951	1,309	48,642	230	211
1849-50	47,791	1,210	46,581	240	194
1850-51	51,005	1,168	49,837	*	*

AGRA COLLEGE.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure less Tuition Fees.	Number of Students.	Aver. annual cost to Govt. of educating each student.
	Rs.	Rs.	Rs.		Rs.
1835-36	17,422	0	17,422	380	45
1836-37	25,249	52	25,197	346	72
1837-38	31,539	168	31,371	339	92
1838-39	22,351	0	22,351	277	80
1839-40	19,543	2	19,541	254	76
1840-41	13,921	0	13,921	287	48
1841-42	27,616	0	27,616	346	79
1842-43	32,403	0	32,403	495	65
1843-44	32,072	50	32,022	409	78
1844-45	33,186	258	32,928	365	90
1845-46	45,157	879	44,278	391	113
1846-47	49,860	754	49,106	378	129
1847-48	50,238	1,106	49,132	412	119
1848-49	46,983	1,402	45,581	408	111
1849-50	47,740	1,837	45,903	417	110
1850-51	47,805	2,261	45,544	385	118

DELHI COLLEGE.

Year.	Annual Expenditure.	Tuition Fees.	Annual Expenditure less Tuition Fees.	Number of Students.	Aver. annual cost to Govt. of educating each student.
	Rs.	Rs.	Rs.		Rs.
1835-36	24,982	0	24,982	364	68
1836-37	24,338	0	24,338	249	97
1837-38	19,462	0	19,462	211	92
1838-39	21,333	0	21,333	226	94
1839-40	18,986	0	18,986	189	100
1840-41	15,099	0	15,099	166	90
1841-42	30,985	0	30,985	326	95
1842-43	39,225	0	39,225	286	137
1843-44	39,819	0	39,819	305	130
1844-45	40,947	0	40,947	460	89
1845-46	49,890	0	49,890	375	133
1846-47	52,224	192	52,032	334	155
1847-48	57,625	321	57,304	359	159
1848-49	48,464	622	47,842	339	141
1849-50	43,017	958	42,059	336	125
1850-51	45,038	1,358	43,680	333	131

The expenditure for each of the Colleges is taken from the statements of the Government Accountant, which are published in the annual reports of the Council of Education. These statements include the outlay on prizes, books, repairs and other incidental expenses. In calculating the average cost of educating each student, it is obvious that all the expenses incurred must be taken into account. It may also be observed that the proportion of expenditure in the Vernacular department of the Medical College, has been assumed to be one fifth of the total expenditure incurred on account of that College.